

# *School and College Placement*

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THE ASSOCIATION OF SCHOOL AND  
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DECEMBER, 1951

VOLUME 12

NUMBER 2

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# SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

EDITOR . . . IDA LANDENBERGER

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# QUESTION: ANSWERS:

*What are the advantages of  
working for a large company?*

*From a poll of college graduates  
with ten years' experience  
at General Electric*

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3. *More chance to learn.* "More opportunity to get a good orientation and training program." "Unlimited training." "Better organized and planned training courses." "Opportunity of finding the best of training in my chosen field." "G-E training programs a good bridge between college and industry." "Training from experienced men."

4. *Greater stability and security.* "Business more stable in large company." "Stability—if ability is proven." "Progressive policies concerning pensions,

health insurance, etc." "Good security if you do a good job."

5. *Broader sources of information.* "Tremendous wealth of scientific knowledge and information no further away than telephone." "Ease of obtaining technical information, special information, services." "Wealth of knowledge and experience to draw from." "Experts available for consultation."

6. *Better facilities and resources.* "Best technical skills and facilities are available." "Good research facilities and projects." "Better facilities for doing a better job." "Best in equipment and facilities." "If an idea or project is worth while and you sell it, there are adequate resources of men, material and financial backing."

7. *High standard of ethics.* "More honest effort to put value into the product." "Most people I know at G.E. are more interested in building good equipment than in profits by any means." "Fair treatment by management." "Near certainty that you will receive fair treatment." "No fear of relatives of the boss getting my promotion."

8. *Chance for greater personal prestige.* "Prestige of working with a company known nationally and internationally." "Friendships all over country among people of your own background and education." "Community recognition."

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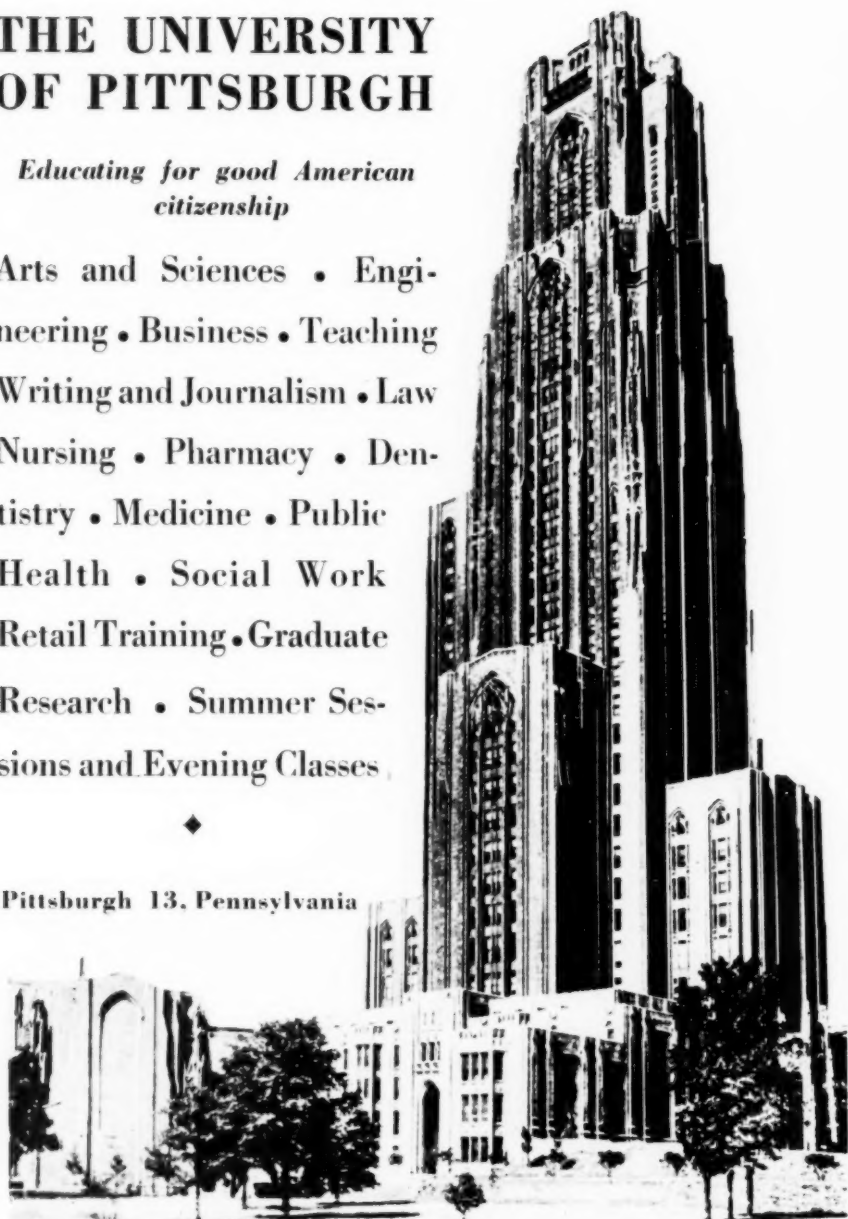
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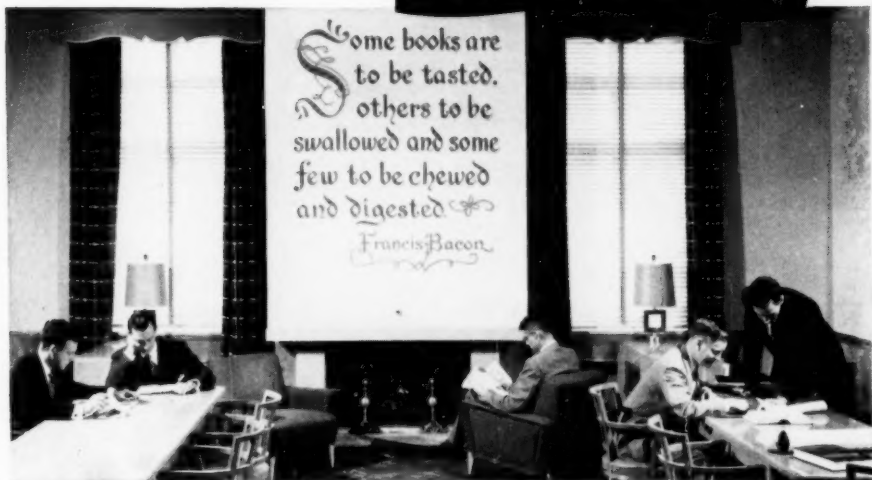


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## THE CRITICAL TECHNICAL AND SCIENTIFIC MANPOWER SITUATION

MAYNARD M. BORING  
*Manager, Technical Personnel  
General Electric Company  
Schenectady, New York*

*Mr. Boring joined General Electric on the Test Program after graduating with a B.S. degree in Electrical Engineering from the University of Colorado. He became Assistant General Foreman and later joined the Personnel Department. He is at present Assistant to the Vice President in charge of Engineering Policy as well as Manager of Technical Personnel Divisions.*

*Mr. Boring is acting as alternate for the Vice President in charge of Engineering Policy on the Engineering Manpower Commission of the Engineers Joint Council. He is also Vice President in charge of Sections of the American Society for Engineering Education.*

*Active in civic affairs, he is a member of the local Chamber of Commerce, director of the YMCA and serves on the Schenectady Council of the Boy Scouts of America.*

**F**OR the nth time, I'm just in off the road.

I've been sitting in with top brass, in Washington, and with distinguished engineers and scientists in industry. You know what we have been talking about—it is our country's diminishing supply of scientists, whose job it is to discover something new, and of engineers, who turn that something new into something useful. This critical shortage of skilled and professional manpower is alarming, and it is a situation that must become worse before it gets better. We cannot create new engineers and scientists out of wishes and thin air, so as never before United States manpower must be utilized to the utmost. And while we're trying to get by in straightened circumstances, we should do something to attract the young people coming up to the scientific and technical fields.

With the world what it is, muddling must be kept at a minimum and forthright action at a maximum. I make this statement bluntly, because I know we must battle to keep what we have and to keep pushing so far ahead in technological advancement that our enemies will not overpower us. We have done much to provide the money and metal for national defense, but we have failed in providing the trained manpower upon which our strength finally depends.

### Supply Far Short of Demand

Something like 80,000 engineers were needed by industry this year, but only 33,000 were graduated from college. Next year only 29,000 will be available. This number will continue to drop in 1953 when only 21,000 will be graduated, and in 1954 the expectation is a low of 16,500.

You cannot grow an engineer over night. To begin with, he started life with mental ability and alertness of a high order. In high school his grades ranked him in the upper third of his classes. He demonstrated an aptitude for, and attained a high standing in, mathematics and science—the languages of engineering. In college he took the tough courses. In fact, to get by creditably he had to have initiative, reliability, energy, a sense of responsibility, good judgment and mental honesty.

Chances are he worked on the outside to pay part or all of his college expenses. When he took his first job he found himself up to his neck in working and training—it takes time to learn the detailed techniques of engineering operation. Somewhere along the line he began to make his contribution. In World War II, for example, several hundred General Electric engineers just like him, with an average age

under thirty, translated the B-29's gun-computer system from theory to actuality, a feat that none of us should ever forget. And whatever else we have, come peace or war, is the direct result of rigorous training in orderly, dispassionate and planned manner of procedure that distinguishes the engineering method.

Today's manpower lack can be traced directly to the publishing of a boner, early in 1950, by the Bureau of Labor Statistics. Here was a convincing chart, which indicated beyond a shadow of a doubt that there was a growing oversupply of engineers. This was headlined by the press, played up by LIFE—at a time when both the military and industry were offering several jobs to every graduate. The forecast would have been different if someone had bothered to count the engineering freshmen, sophomores and juniors then in school.

But even before this blunder, there were factors contributing to the present decline of engineering graduates. There was the low birth rate of the thirties. There were the draft policies of World War II, resulting in a four-year-long interruption of education, creating a deficit not overcome even by the great number of graduates of the immediate postwar years. There was the 1946 estimate, made by some of America's best technical minds and manpower experts that the supply of engineers would catch up with the demand in 1952. This last was upset by the unexpectedly large demand for engineers in industry, a demand greater than had been anticipated. And of course, Korea shot the demand to even higher levels, almost exactly at the time when GI enrollments had begun to diminish.

There is no telling how many potential engineers were scared off by such reports as I have mentioned. I would be the last man at General Electric to urge our high school boys and girls to follow their inclinations toward engi-

neering and science if I had the slightest doubt of future demands. It is my considered opinion that in the foreseeable future each graduate will be offered several tempting jobs by industry and government.

Career guidance imposes responsibility. None of us who recruit for General Electric wishes to persuade a potentially successful insurance man, a preacher, a doctor, a teacher, etc., that he should give over his future to a profession antagonistic to his craving for job satisfaction. I just want the thousands of young people who naturally fit into the engineering and science pattern to follow their inclinations; to work diligently—but in a satisfying way—so that one day they can fill the ranks of those who discover the new and put that something new to the service of all of us. Engineering and science are in the bloodstream of America; it does not make sense that current enrollments in the engineering and scientific colleges have taken an alarming dip.

My recruiting colleagues and I have run into a new and increasing trend: Competing with industry and government on the American campus is the non-engineering company recruiter. He is making his job offers to engineering graduates. An insurance company representative said to one of our men, as they sat in a college placement office: "The reason I am here instead of over at the liberal arts college is that these engineering students have been trained to think toward definite solutions to problems—they're not lost in the fuzzy realms of opinion and discussion. Give them a job to do, they do it."

#### Engineering Training Key to Many Important Jobs

Such a statement fortifies a belief I have had for a long time—that an engineering training is a key to more types of important jobs than any other. If you follow promotions

in business and industry, as announced by the press, you will find countless examples of men who have come up through engineering colleges and subsequent engineering assignments. The careers of our own 25,000 test graduates are a fascinating study: a significant majority of them are in the top positions in our own company, in industry throughout the country and in government. These top positions are not necessarily engineering! They have reached these top positions because they have learned to use their heads!

But supposing the miracle occurs—an assured peace, a catching-up in peacetime engineering, say, in eight or ten years, and more engineering graduates than jobs. I repeat because I am so thoroughly convinced—engineering is the key to more and more varied career opportunities than any other course of study.

#### Periodicals Emphasize Manpower Shortage

Current periodical literature publicize strong statements about the manpower shortage. All of it is good background reading for the person who is as alarmed as I want you to be.

How wartime scientific establishments, except for atomic energy and military research, dissolved, is forcefully described by L. P. Lessing in this September's *Fortune*. "Bills were repeatedly introduced (to expand federal support of basic research and education of scientists and technicians). It took five long years to get one through the thick skull of Congress. Then only a last-minute battle by engineering organizations got engineering included in the basic research to be fostered." He says about the \$225,000 finally allotted the Science Foundation in 1950: "This piddling sum set beside the billions voted for military hardware . . . accurately measures the Congress' crass ignorance of the real foundations of the civilization it thinks it is defending.

Billions may be poured into mere brawn and steel . . . but unless these are animated by a rising stream of basic science and technical brains they will come to nothing."

Less vehement, but no less true, is Mr. Lessing's statement that "nearly all the nation's chief glories—the skyscraper, the great factories, the 36 million kilowatts of installed power, the 73,000 miles of airways—are works of engineering." An even more pervasive engineering work, which orators never tire of trumpeting, is the U. S. standard of living."

The September 15 issue of the *Saturday Evening Post* carried an article by Admiral Ben Moreell, Civil Engineer Corps, U. S. Navy, Retired—it is called "Let's Make the Draft Make Sense." Now Admiral Moreell and our own Mr. H. A. Winne were both members of the 12-man Scientific Manpower Advisory Committee, and what he says in that article reflects my views on the subject since his figures were taken from material gathered by the Manpower Commission with which I have been working. "It is easy," he writes, "to say how the war can be lost. We can lose it, and we shall, by continuing to waste, or improperly use, our manpower." He reminds the reader that "Selective Service wants to maintain the control it has over the procedures by which all young men are to be taken into the military or are deferred." He expresses the conviction that "the ultimate decisions with respect to scientific personnel should be in the hands of men eminent in the fields of science, engineering and education. . . . Technically speaking, the committee is still in existence," but "little will be done about our recommendations unless the public gets behind us." . . . "The United Nations cannot hope to win any ponderable war by matching man for man." . . . "If we are to have the power (to win) we must have the scientists and engineers who can devise, design and build the instruments of modern war."

Karl T. Compton's article—"Engineers"—

in the September *Scientific American* is in very much the same vein. "We do not have enough engineers to carry through the national program that we have undertaken. Nothing we can do—no act of Congress, no move by the engineering profession, the engineering college, or industry—can remedy this situation quickly, and by quickly I mean within three or four years. On the other hand, draft or manpower policies that do not deal understandingly and sympathetically with this situation can quickly change it from bad to worse."

Such then are the short-term prospects, but the long-term ones should not be so disheartening. The most important long-term need is to correct the widespread impression that the country is oversupplied with engineers and scientists. And none is in more strategic position to correct the great fallacy than the guidance teacher and the placement officer.

I hope that this serious problem will be considered not only in the light of my brief discussion, but in the conclusions that must be arrived at after a weighing of all facts. I know that both guidance teacher and placement officer will then make the firm decision to encourage youth to follow a program of technical education wherever there are urge and talent.

Except as a layman, I do not know the guidance methods of school and college; but that they have been good ones is attested by the mutual satisfaction existing between industry and the tens of thousands of new beginners whom you have guided and placed over the years. I can only suggest that you present the facts, and surround them with the romance of science and engineering—the challenging problems and the brilliant solutions—and drive for action.

## JOB FACTS— COLLEGE-AIMED

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## CODE OF ETHICS OF INTERVIEWING PROCEDURES\*

*To insure fairness to all participating in the interviewing-placement procedures, especially in the present sellers' market, it has been suggested that all industrial representatives, college placement officers and students reconsider their responsibilities to each other. As a result of many requests, this Association is again reprinting with permission the report prepared by the Committee on Ethics of Interviewing procedures of the American Society for Engineering Education.*

### Responsibility of Industry

1. It shall be the responsibility of industry to contact the colleges early enough in the fall so that the schools can plan to take care of those industrial organizations who wish to interview their students. Industrial organizations should not expect to have adequate interviewing schedules set up unless they have notified the schools at least two weeks in advance of actual visits.

2. At the time the student is interviewed at the school, he should be informed that within two weeks following the interview he will be advised by the company as to whether or not they are further interested in him, and the individual company will let him know within what period he can reasonably expect an offer of employment if he is given serious consideration. However, it is suggested that interviewers be urged not to demand a definite yes or no answer during the first interview. Wherever practices of the organization permit, there are advantages in having it send representatives with authority to hire.

3. Industry should provide written material, lectures and other means of preparing the students for the interviews, of a type that will give them a real picture of that industry. This should include information concerning the size, location, type of organization and kinds of people employed; an explanation of any educational program which the industry offers; an adequate description of the type of work the student will do; a summary of the organization's general policies such as labor relations, pensions, etc.; advancement policy including starting salary and whether advance-

ment can be expected on an automatic basis. This information should be filed with the placement office and not with the students. Also, the student should understand from the industry involved as to whether or not he will be expected to take psychological, aptitude or other tests before being accepted for a job. Such information should include reference to the signing of patent agreements, passing of physical examinations and other incidents to final acceptance.

4. Industry should understand that it cannot place the responsibility in the hands of faculty members to pre-select students unless adequate job descriptions are given so that the faculty can have a sound basis for making such a pre-selection. It should also be understood that the specifications furnished by industry be open to the inspection of the students. It is recommended, however, that wherever possible industry should be willing to discuss possible employment with any student who genuinely desires an interview. Effective pre-selection is the result of mutual agreement between the placement officer (or faculty member) and the student that it is or is not desirable for the student to interview a particular company's representative, based upon adequate understanding of his own aptitudes and interests and reasonable knowledge of the company.

5. It is recommended that wherever possible industry should continue to conduct interviews in lean as well as good years. Your Committee recognizes the many problems involved in this plan, but still feels it should be called to the attention of industry that they, too, as part of the over-all educational plan, have the responsibility of guidance and assist-

\*Reprinted from the Journal of Engineering Education, Vol. 39, No. 7, March, 1949.

ance to students in bad as well as good years.

6. Plant visits arranged by industry should be made with a minimum of interference with classroom schedules, and such visits should be limited exclusively to discussions of the subject at hand. Such visits should be with the full knowledge and general concurrence of the placement officer or faculty member of the school. Over-selling and elaborate entertainment of the student should be discontinued.

7. Industry should, in all cases when corresponding with individual professors regarding the interviewing procedure, contacting individual men, or in any way having to do with the employment of students, keep the placement offices fully advised by copies of all correspondence and any other details necessary for their full knowledge of the negotiations.

8. Industrial representatives should recognize the necessity of being punctual and of keeping up to schedules. They should advise the placement office or faculty of the time of arrival in advance of their visit, arrive on time, and keep their appointments. They should be completely familiar with company policies and be prepared to set up adequate specifications of their needs so that the school can do an effective job in presenting the student body to them. The interview should be restricted to twenty minutes, and the college should not be expected to provide time or facilities for psychological or other tests of the groups to be interviewed.

9. Industrial organizations should not expect engineering schools to include specialized courses in their curricula which are primarily useful in particular organizations.

#### **Responsibility of Colleges**

1. Placement offices and faculties should, as early as possible in the fall, send to industries lists indicating the approximate number of students who will be available for interviews during the school year. The list should

include dates of graduation and should be arranged by courses. We recognize, of course, that frequently it is difficult to know which members of the class will be available for interviews but a five or ten per cent deviation will not be particularly difficult to handle.

2. We strongly recommend that no restrictions be placed on the number of interviews a student can take except that indiscriminate or general shopping around should be discouraged. The schools should provide opportunity for adequate presentation of the story of industry to the interested students. It is suggested that this need not necessarily coincide with the time of interviews. Industry should be prepared to present their story at evening meetings or at times set up by the schools so that there will be a minimum of interference with regular classroom procedures. Your Committee strongly feels that much of the chaos of the last year or two has been caused by inadequate guidance of students to inform them of what is ahead of them in various industrial organizations. It was suggested that schools might set up a seminar period for all seniors that could be used for such presentations.

3. The schools should provide adequate physical facilities for the conducting of interviews. We recognize the present overcrowded situations but, nevertheless, in all fairness to the student body, each student should have the opportunity of presenting himself to his prospective employer in a way that will not cause him embarrassment and will enable him to present his story without interruption. We do not recommend that the schools do more than provide a small space so that the interview can be conducted quietly and in private.

4. The general program of guidance and orientation should be expanded and improved upon. It was generally felt during the last few years that with the very large number of students, these vitally important items have been sadly neglected.

5. It should be the school's responsibility, especially in those institutions having centralized placement offices, to provide adequate contact with faculty members who have intimate knowledge of the student and his work. Some of the schools have established a "coffee hour" late in the afternoon, a procedure that might well be followed by other institutions. These periods of contact should be conducted during the regular school hours as it is unfair to ask faculty members to stay over in the evening or to give up their personal time.

6. The school records should be available to industry in such a form that where necessary industry can make its own pre-selection.

7. It should be the responsibility of the placement office or dean's office, when an industrial organization is looking for several types of students, to see that there is an adequate distribution of students from various programs available for them to interview.

#### Responsibility of the Student

1. In anticipation of an interview with an organization, it must be the responsibility of the student to prepare himself properly by reading literature, attending meetings at which the story of that industry is being presented, organizing his own thoughts in order to ask and answer questions, and being as fully informed as possible on the type of business conducted by that organization.

2. He should be prompt in meeting interviewers and in handling his correspondence.

3. He should not accept interviews after he has signed up with a company.

4. After accepting an offer, he should promptly notify those companies whose offers are to be rejected.

5. He should use care in filling out various necessary forms.

6. He should recognize that failure to answer offers of employment is detrimental to his classmates, and therefore, he should be prepared to make his decision far enough in

advance of his graduation so that industry can make its plans.

7. He should keep the placement office or faculty members intimately advised concerning his negotiations.

8. He should recognize that regardless of the number of interviews he takes he should conduct himself in a business-like manner and not expect individual or unusual consideration or entertainment.

9. He must recognize that he must sell himself and that industry can advance him only on the basis of his performance.

#### Conclusion

It is felt by the Committee and by the representatives of schools and industry that the placement offices and others involved in the interviewing procedure must be given more consideration by the college administration. In too many cases this procedure is neglected financially and physically. These organizations in the schools should be adequately staffed with clerical or stenographical help; they should have simple but adequate space facilities for interviews; and the placement officers and others handling the interviews should be given adequate recognition and backing in order to do justice to the important job of starting young college people on their life careers. At most institutions budgets are inadequate. It is recommended that, wherever possible, top administration in the schools should be advised of the importance of the placement and interviewing procedures.

In addition to the above, it was suggested that your Committee on Ethics take the responsibility of preparing a simple one-page interview blank that could be adopted by all colleges and accepted by all industries. This should not in any way be construed as an application, but merely a simple standardized interview form that could be printed in order to save the students and the faculty the laborious task of trying to set up and fill in inter-

view blanks for each individual organization. Your Committee has gathered a large number of interview blanks and submits for your consideration the form below. It is proposed that this be presented to the Society with a recommendation that this form, on standard 8½" by 11" letter size sheet, be adopted by all colleges.

It was further recommended that your Committee undertake the problem of the development between industry and the colleges of a strong and effective program of vocational guidance—a program to cover all groups of

students which should include indoctrination ethics, etc. Your Committee recognizes this may fall in the province of the Committee on Relations with Industry, and it is our intention to present this entire program to that group.

The group meeting in Schenectady strongly felt that the placement offices should be headed by one individual, and where placement offices are used in each of the individual colleges of a university there should be one strong coordinating individual.

(Photo desirable but should be left to discretion of school and conform to laws of various states where applicable.)

### INTERVIEW BLANK

NAME OF COLLEGE OR UNIVERSITY

Name \_\_\_\_\_

Degree Expected \_\_\_\_\_ Course Taken \_\_\_\_\_

Date of Graduation \_\_\_\_\_

College Address \_\_\_\_\_ Tel. No. \_\_\_\_\_

Permanent Address \_\_\_\_\_ Tel. No. \_\_\_\_\_

Date of Birth \_\_\_\_\_ Citizen of U. S. A. \_\_\_\_\_

Hgt. \_\_\_\_\_ Wgt. \_\_\_\_\_ Single/married \_\_\_\_\_ No. Dependents \_\_\_\_\_ No. Sisters \_\_\_\_\_

No. Bros. \_\_\_\_\_ Parents living \_\_\_\_\_ Father's Occupation is \_\_\_\_\_  
was \_\_\_\_\_

Physical Limitations \_\_\_\_\_

Per Cent College Expenses earned: by Working \_\_\_\_\_ by Scholarship \_\_\_\_\_ by G. I. Bill \_\_\_\_\_

Quality or Grade Point Average \_\_\_\_\_ Standing in Class \_\_\_\_\_ out of how many \_\_\_\_\_

Other pertinent info. concerning scholastic achievement \_\_\_\_\_

Brief Statement concerning any business or other experiences \_\_\_\_\_

List in order of preference type of work for which you are best fitted: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Do you have preference regarding future location? \_\_\_\_\_ Where? \_\_\_\_\_

Honorary Societies \_\_\_\_\_

Extra-Curricular Activities \_\_\_\_\_

Professional Societies \_\_\_\_\_

Military Service Record including dates, length of service, location, rank, and education programs taken \_\_\_\_\_

No. Months in active duty \_\_\_\_\_ Are you a member of R. O. T. C. or active Reserve? \_\_\_\_\_

Note: Where required I am willing to submit myself to psychological tests and physical examinations as a part of my application for employment \_\_\_\_\_

Signature: \_\_\_\_\_

(name in full)

(A Suggested Standardized Interview Blank)



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*"A Centralized Placement Office for Students and Alumni"*

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*UNIVERSITY of PENNSYLVANIA*

PHILADELPHIA 4

# AN EVALUATION OF COMPANY LITERATURE\*

CHARLES A. HARDWICK

*The following paper is based on surveys conducted by the writer while doing graduate work in the Wharton School of Finance of the University of Pennsylvania.*

*Mr. Hardwick received his A.B. degree from West Virginia University in 1950 and his M.B.A. from the University of Pennsylvania in 1951, and is at present employed by the Owens-Corning Fiberglas Corporation.*

## Introduction

**E**ACH year large sums of money are spent by business and industry on various forms of written material to be used in the recruiting of college graduates. But, there has been little detailed analysis of the adequacy of this literature. There appears to be no definite meeting of the minds as to what should be covered. It is because of these facts that many placement officers and business men have recently become quite interested in this problem.

The main purpose of this paper is to analyze, as completely as possible, the role of company literature in the college recruiting process in order to develop a clearer understanding of its purpose, usefulness and limitations. It is an attempt to answer the most important question, "What should company literature include?"

It is important to recognize that there are some serious limitations in any study of this character. First of all, it has been necessary to draw many facts from a very limited number of direct sources. It has naturally been impossible to reach all the thousands of companies, placement officers and students involved in the recruiting process. Likewise, it has also been impossible to analyze, in any detailed fashion, all the company literature currently available. The main objective has been to bring out certain basic conclusions about company literature as a whole and not about specific brochures and booklets.

Furthermore, this paper has been written from what is essentially the student point of

view. A considerable proportion of the material presented has come from two questionnaires distributed among the members of the senior class of the Wharton School of Finance at the University of Pennsylvania. The first questionnaire was distributed in early December, 1950. Completed returns were received from three hundred and ninety-seven students. In order to determine the effect of their subsequent relationship with the University Placement Office, a second or "follow-up" questionnaire was distributed in early June, 1951. For this June questionnaire one hundred students who had shown unusual willingness to cooperate were selected from the original three hundred and ninety-seven. In order to secure a good cross section, twenty-five students were selected from each quarter of the graduating class. In tabulating the results of both questionnaires, all students who were entering the services or who otherwise had no interest in employment were eliminated. The final working samples were three hundred and fifteen for the December survey and seventy-three for the one conducted in June.

## I. The Need for Company Literature

In order to analyze properly the effectiveness and adequacy of current company literature, it is first necessary to identify and define the basic underlying need for such literature. A brief summary of the recent background of organized college recruiting will reveal this need.

### *Recent Background*

During the last thirty years there has been a tremendous increase in the number of young

\*Presented before the Middle Atlantic Placement Officers Association, September 28, 1951, Atlantic City, N. J.

men and women graduating each year from colleges and universities. Statistics recently presented by Mr. Donald Bridgman of the American Telephone and Telegraph Company indicate that only 3.2 percent of the college age population received degrees in the year 1920. However, according to Mr. Bridgman, the proportion has grown steadily with 6.2 percent in 1930, 9.2 percent in 1940 and the slightly abnormal high at 27.0 percent in 1950. There is little doubt that this trend will continue and that each year more and more college trained personnel will be available for employment in private industry.

Likewise, the general demand for these men and women on the part of industry has greatly increased, and for good reason. One of the most important features of organization planning is to provide an influx of new personnel with leadership potentialities. Mr. Alfred P. Sloan, Jr., of General Motors, stressed this point when he said "most businesses are alike except for the quality of their personnel. If a company is to continue to be successful it must be supplied with a continuous stream of leadership material."

The personnel executive of a well known oil company also discussed this need as follows:

"We consider that the continued prosperity of the company will be measured in the future, to a great extent, by what we are doing now in the selection and training of new men from universities and technical schools."

It is for this reason that the great increase in the number of college graduates has been accompanied by a corresponding increase in organized college recruiting activity.

As a result of these developments there has emerged a new institution—the fully integrated professionally staffed placement bureau. Prior to the second World War many colleges and universities did not need and could not justify the expense of a full-time placement staff. However, the changed conditions of the

post-war period led to wider acceptance of the fact that college placement is good business. More and more institutions have recognized that it is a "must" to provide a service to employers that will enable them to contact college trained men qualified for opportunities within their organizations and, at the same time, to assist their own graduating seniors with respect to employment problems.

Viewed in this light college recruiting has grown to really large proportions. As recently expressed by Mr. J. E. Smith, Employment Manager of the Armstrong Cork Company, college recruiting has rather quickly taken on the stature of being a "big business" in itself. A few examples will illustrate this fact:

(1) According to one authority, about one thousand companies regularly send representatives to interview seniors on college campuses all over the country while an additional two or three thousand companies recruit on a modified and intermittent basis.

(2) One survey has shown that the average placement bureau is approached by 300 firms in one year while a few are approached by 2000 or more. In the year 1949-1950, the Placement Office of the University of Pennsylvania was notified of 1,931 actual job openings.

(3) Approximately 350 placement bureaus were included in the 1950-51 listing presented by the Association of School and College Placement.

(4) One company alone employed 800 graduates in a recent year.

These figures give some indication of the present proportions of college recruiting. It is unfortunate that there is no way of translating them into dollars and cents. Undoubtedly, the results would be breath-taking.

#### *Need for Information*

Out of this background of college recruiting there has arisen a most fundamental need



—the need for information. If this new "big business" with its complex interrelationships is to prosper, there must be adequate communication.

It is generally felt by those concerned with college recruiting that adequate preparation by the student for the job interview will lead to better employment. This fact was recently emphasized by the results of a poll of employer reaction to preparation for the job interview, conducted by Mr. Lawrence C. Lindahl, formerly Personnel Director of the Todd Company. Thirty of the thirty-one recruiters participating in this poll indicated that they did feel that student preparation would lead to better employment. While twenty-nine felt the student should know the size, reputation and stability of the company as well as its main products and services.

The most significant indication of the attitude of business toward student preparation

is to be found in the Code of Ethics adopted by the American Society for Engineering Education. The Code makes it the responsibility of the student to be as completely prepared and informed as possible.

Furthermore, there is some indication that the student is willing to accept this responsibility. In the December survey, some of the same questions contained in the Lindahl poll were put to the Wharton seniors. The results were very similar. The significant point, however, is that the student cannot carry out this responsibility unless the necessary information is made available to him.

Likewise, the successful operation of the college placement bureau requires adequate and accurate company information. If the placement director is to assist the student in his search for job opportunities, he must be able to provide the job facts so essential to wise decision making. If he is to be success-



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ful in bringing a company recruiter in touch with students qualified for positions in that company, he must know the nature of the company and its various job opportunities.

#### *Final Responsibility*

In the final analysis, it becomes the responsibility of the individual company to satisfy this need for information. If college recruiting activity is to be successful, this responsibility must be met, otherwise the benefits inherent in sound student preparation and efficient placement can never be realized. This same viewpoint is expressed by the American Society for Engineering Education in its Code of Ethics. Under the heading, "Responsibility of Industry," appears the following recommendation:

"Industry should provide written material, lectures and other means of preparing the students for interviews, of a type that will give them a real picture of that industry."

Company literature is one means of meeting this responsibility. However, it is not the only means. Lectures, movies, conferences, visitations and other means of preparing the student are also useful. The real objective is the dissemination of adequate company information. How this objective is reached is not of prime importance. To say that the need for company literature is one and the same with the need for information would be highly erroneous. It would be equally erroneous to say that it is the responsibility of industry to provide certain specified amounts and types of written material. It is significant to notice that the Code of Ethics has in effect made it the responsibility of a given industry to provide "enough" literature of "sufficient" quality which combined with other means of preparing the students will give a "real" picture of that industry. Viewed in this light the need for company literature will in reality vary with each individual company.

## **II. Literature Now Available to the Student**

With this general background in mind, it now becomes possible to ask a second question: In meeting its responsibility, what types of literature has industry made available to the student?

#### *Accessibility of Company Literature*

There is a great deal of written company information easily available to most students. Many college placement offices maintain reading rooms for this purpose. In addition, most college libraries provide files of company and occupational information.

For example, the reading room of the University of Pennsylvania Placement Office contains literature from more than three hundred and fifty companies. Since all literature from one company is kept in a separate file pocket and filed alphabetically by the company name, information can be obtained quickly without searching through hundreds of booklets. The reading room is also equipped with many of the physical conveniences common to the conventional library.

Even though there may be some colleges where company literature is handled in a desultory fashion, it is safe to say that the majority have done a great deal to make company literature easily accessible to the student.

#### *Types of Literature Provided*

To analyze in detail all the literature to be found in the placement reading room would be an impossible task, one well beyond the purpose of this paper. However, reference to this literature provides some very significant basic facts.

The forms of literature most used by companies in their recruiting activities is the brochure or "promotional booklet." In a recent survey of the recruiting practices of seventy-five companies, large and small, the Metropolitan Life Insurance Company found that nearly seventy-five percent of these companies use such booklets. Reference to the

Placement reading room at Pennsylvania verifies this fact. In this report, the Metropolitan Company also describes what it found to be the typical booklet. Since the brochure published by Swift & Company exactly fits this description, it will serve as a satisfactory illustration. Its table of contents is as follows:

EMPLOYMENT OPPORTUNITIES WITH SWIFT  
& COMPANY

1. The Meat Industry	4 pages
2. Development of the Company	2 pages
3. Leader in the Meat Industry	2 pages
4. Employment Opportunities	30 pages
5. Employment Privileges	3 pages
6. Where to File Application	2 pages

In further describing the "typical" booklet, the Metropolitan survey stated that the majority of recruiting publications are now written from the potential employee's viewpoint, devoting considerable space to company-career opportunities. The number of pages devoted to "Employment Opportunities" in the Swift booklet illustrates this fact.

However, reference to the placement reading room reveals that the most significant single characteristic of these brochures is that no two booklets are alike. They vary so widely that it is virtually impossible to say that any one is typical. This same conclusion was drawn by William Braasch in an article appearing in the March, 1951, issue of *SCHOOL AND COLLEGE PLACEMENT*. He said:

"After working with a variety of brochures, the placement officer will soon learn that the content of every brochure is not the same. In some cases the questions of a college student cannot be answered for a particular company."

In providing the student with job information some companies have made use of other forms of literature as well. In addition to the specially prepared publications, they have made use of the various technical reports and annual financial statements regularly pub-

lished by the company. Others have also made use of house organs, such as newspapers, magazines and employee handbooks. A few companies have provided articles and papers written on particular phases of the business by company executives or by outsiders. Use has also been made of the companies' sales materials by including product brochures and even product samples. In respect to the more specific job information, some companies have used such things as job descriptions, periodic employment requisitions and letters from the personnel director.

As with company brochures, the one important conclusion that can be drawn from a study of these other forms of literature is that the practices of no two companies are the same. Both as to the content and type, the literature provided by the three hundred and fifty companies varies greatly and undoubtedly for good reason. There are no two companies that are exactly alike.

### III. Use of Company Literature by the Student

There are some other important questions that must now be asked. First of all, have students been reading company literature? Second, when have they been reading it? Finally, what influence has company literature had upon their decisions? The opinions given by the Wharton seniors will be useful in answering these questions.

#### *Have Students Been Reading Company Literature?*

When asked in the June questionnaire if they had read any company literature as a part of their job-seeking activity, ninety-four percent of the participating seniors gave an affirmative reply. Of these, thirty-six percent indicated that they had read "many" of the available brochures, booklets and reports, while fifty-eight percent reported that they had read a "few." Only six percent indicated that

they had read no literature whatsoever. Even though the majority had read only a "few" booklets, the results are still encouraging.

#### *When is Company Literature Read?*

Furthermore, a study of the job-seeking activities of the Wharton seniors also indicates that most of them did not read company literature until after their first contact with the placement office. In December of 1950, most of these students had not as yet read much literature nor, as a matter of fact, did they know where to find it. Approximately one-half of the three hundred and fifteen students participating in the December questionnaire had read no literature whatsoever, while only three percent had read more than a "few." It was not until after their contact with the placement office in February that this percentage changed. This fact places a heavy responsibility upon the placement director. His importance in this respect cannot be overestimated.

#### *What is the Value of Company Literature to These Students?*

The June questionnaire also included certain questions intended to reveal the influence of company literature on the making of decisions. These students were asked, first of all:

In respect to employment, did you have a fair idea of what you wanted to do before you made contact with the placement office?

Eighty-four percent of the participating students replied "yes" to this question. These students were then asked:

If so, was your decision influenced in any way by information obtained from company literature?

Sixty-two percent of these students answered "no;" company literature had not influenced their decisions in any way. The seventy-three Wharton seniors were then asked the following question:

Are you now clear in your own mind as

to what you want to do as far as employment is concerned?

Eighty-seven percent of these men indicated that they were clear as to their future plans. They were then asked to list, in order of importance, those factors that most influenced their decisions. By assigning point values to their answers the following results were obtained:

1. Advice of Relatives and Friends	76 points
2. Job Interviews	70 points
3. Other Literature	42 points
4. Advice of Teachers	37 points
5. Company Literature	26 points
6. Practical Experience	24 points
7. Placement Guidance	19 points
8. Aptitude Tests	9 points
9. Long Standing Interests	8 points
10. Academic Studies	7 points
11. Personal Investigation	6 points

As a factor influencing decisions, company literature ranked fifth in the estimation of these students. Furthermore, it should be noticed that it received a relatively small point value when compared with the 76 points given to the advice of relatives and friends. It should also be noticed that other literature was rated above company literature.

In this same June questionnaire further attempts were made to determine the influence of company literature upon student decisions. The Wharton seniors were asked:

As a result of your placement activities, have you arrived at a specific job or group of jobs with specific companies that you consider high on your preferred list?

Seventy-seven percent of these students replied yes. They were then asked:

If so, were these preferences influenced to any great extent by information obtained from company literature?

In reply to this question twenty-one percent

said no, eight percent said yes and seventy-one percent said somewhat.

Even though the answers to all of these questions seemed to indicate that company literature has only a minor influence on student decision making, it is not correct to conclude that company literature is of little value as a recruiting tool. In the same questionnaire, the majority of these Wharton students stated that company literature as a whole is a most valuable and important tool of placement. It appears, however, that instead of being a strong direct influence on the making of decisions, it is useful as a means of preparing for decision making.

#### IV. Apparent Dissatisfaction with Current Company Literature

It is now possible to ask a fourth and most important question: "Is current company literature satisfactory? Is it serving the needs of the students?" There is strong evidence to indicate that it is not.

##### *The Wharton Survey*

Seventy of the seventy-three students participating in the June survey indicated in no uncertain terms that the literature with which they were familiar was far from satisfactory. All of these men felt that this literature could and should be improved.

##### *Career Book*

The fact that other students have taken this same attitude is demonstrated by the recent activities of CAREER INCORPORATED. Feeling that there still exists a need for good company information, these enterprising Yale students have taken it upon themselves to make this information available. They have taken a share in industry's responsibilities.

##### *College Rumor Mill*

Another and more elusive demonstration of the inadequacy of current company literature is to be found right on the college campus.

It might be called the college rumor mill. In the conduct of my own job seeking activities, I was amazed at the amount of information about companies passed from student to student in the corridors and elsewhere on the campus. The disturbing thing about this type of information is that nobody knows where it comes from or whether or not it is accurate. Nevertheless, rumors such as these have a great influence on the minds of confused young men faced with the necessity of making hurried decisions. Many companies would be quite surprised to know that they probably have lost some very good men because of such rumors.

The important thing is to recognize that false rumors can circulate only when there is no factual information available to dispute them. If the companies do not provide complete information it is more than likely that the gap will be filled from a less reliable source.

##### *High Rate of Turnover*

Considerable attention has been recently focussed upon the high rate of turnover among college trainees. The surveys recently conducted by Dr. R. N. McMurray and Dr. Frank S. Endicott demonstrate the seriousness of this situation. Moreover, it is possible that incomplete or misleading company information may also be at least partly responsible for this high turnover. There recently has been some thinking to this effect. Dr. McMurray has expressed the belief that this high rate of turnover is not the fault of the college boy, but is due instead to the lack of a clear definition of personality and job requirements. Mr. H. Paul Abbot, of the North American Companies, presented the view that turnover could be reduced by painting a tough rather than a rosy picture, presenting a challenge to the student. Here again is a suggestion that inadequate company information may lead to higher turnover.

In all reality, it is impossible to say that it is company literature that causes a high rate of turnover. There are not enough facts and statistics to support such a conclusion. Turnover could be induced by any number of factors operating within each individual company. However, it is possible and reasonable to believe that misunderstanding and ignorance of company facts could be partly responsible for the discontent and maladjustment of college trainees.

These are some of the indications that current company literature is not doing the job.

#### **Specific Shortcomings of Current Company Literature**

What, then, are the specific shortcomings of current literature that have led to this dissatisfaction.

##### *Incomplete Coverage*

The most popular criticism of current literature is that many companies do not cover all the important facts—that literature is incomplete.

The Code of Ethics states, under the "Responsibility of Industry," that in order to present a real picture of the industry to the students, the following information should be given:

1. Size of the Company
2. Location of the Company
3. Type of Organization
4. Kinds of people employed
5. An adequate description of the type of work the student will do
6. A summary of the organization's general policies
7. Starting salary
8. Advancement policy
9. Hiring procedure

However, as pointed out earlier, the Code does not say how much of this information should be covered by written material. The Harvard Placement Bureau has gone much

farther by outlining what it considers should be included in the ideal corporation file-pocket. This outline, in simplified form, includes the following types of information:

#### **I. General Information**

- A. Description or story of the company which may include references to books or articles in magazines about the company or which may include books or brochures published by the company.
- B. Financial information such as the annual report to stockholders and report to employees.
- C. Technical information.

#### **II. Job Information**

- A. General job information about the industry and the company.
- B. Specific job information including statements by personnel director; periodic employment requisitions; descriptions of the various training programs and job descriptions.
- C. Information on working conditions including house organs and employees' handbooks.

Another most important requirement of company literature is that all these various types of information should be presented in such a manner that they reflect the true personality of the company.

It is quite clear that the literature provided by most companies does not cover all these factors. In criticizing the various brochures and other forms of literature with which they were familiar, the Wharton students participating in the June survey listed some of the important factors they found to be missing. A list of these factors includes the following:

1. Job specifications
2. Starting jobs
3. Family relations
4. Benefits

5. Job qualifications and requirements
6. Opportunities for advancement
7. Company personality
8. Starting pay
9. Financial information
10. Working conditions.

It is significant that this list includes most of the important factors mentioned both in the Code of Ethics and in the Harvard outline.

However, it is also necessary to recognize the fact that the use of company literature is a practical matter. The publication and distribution of written material is an expensive proposition and many companies would find it impractical if not impossible to provide the kind of literature contemplated by the Harvard outline. The company that hires only five or ten college students a year cannot invest as much in literature as the company that hires eight hundred. The returns that could be expected from such an investment

would be too slight. The highly decentralized corporation also has similar problems. These considerations make it necessary to recognize one important fact. It is both impractical and undesirable to set one rigid standard for all companies to follow in respect to the coverage of their recruiting literature. It is a decision that must be made by the individual company in the light of its own particular problems and needs.

All the factors included in the Code of Ethics and in the Harvard outline are essential. The student should be provided with this information. However, it is not essential that all of it be included in the company literature.

#### *Other Shortcomings of Company Literature*

Further investigation reveals that there are other weaknesses in current company literature; weaknesses that cannot be justified. It



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*Neither was the Massachusetts Mutual . . .*

We have come to rank as one of the oldest and strongest life insurance companies in America, and we recognize that the energies, perseverance and initiative of the members of our company family over the past 100 years have contributed much to the attainment of this position.

As we embark on our second century, we offer qualified college graduates the opportunity to help maintain and continue this fine tradition as well as build a sound business career in an enterprising and expanding organization.

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is in this area that improvements should be made.

One of the most common criticisms made with respect to company literature is that too many companies try to glamorize employment prospects. There is a considerable amount of testimony from the campus and from industry to support this view. When asked in the June questionnaire for their criticisms of the literature with which they were familiar, more than eighty percent of the participating Wharton seniors stated in no uncertain terms that they found company literature to contain too much high pressure advertising. Some of the more interesting comments made by these students are quoted as follows:

"Too much advertising and not enough information."

"Many brochures are mere advertisements of the company and its products and contain little or no information pertinent to the job seeker. These, I feel, do more harm to the company than good, in that they seem to hide from the student the true affairs of the company and tell him little of what he wants to know."

"Too many of them paint a rosy picture. They should also give more information about jobs and not so much advertising data."

"Many of the booklets are published merely as advertisements. I feel that they should be directed more to a prospective employee."

"Of those I have read, few seem to do little more than praise the company."

"Less window dressing and more fact."

These are just a few of the comments made by the Wharton seniors. However, before going further it is necessary to make an important distinction. Most of these students seem to have accepted the popular misconception that advertising is nothing but self-praise and window dressing. To these men "advertising" is by nature something undesirable.

The truth of the matter is that company literature by its very nature is a form of advertisement. By definition, the word "advertise" means to inform or to notify; to announce publicly as in print. These various brochures and booklets cannot be criticized because they are a form of advertisement. What the students are really criticizing is the manner in which this advertising has been done and not advertising itself. In the preparation of their literature many companies have failed to use the techniques of good advertising. As shown by the comments of the Wharton seniors, business has over-emphasized certain desirable factors at the expense of more complete and factual information. It is apparent also from the many statements made by Wharton seniors that this display type of advertising has a negative effect upon the student.

It was in response to this feeling among students that the editors of CAREER deliberately attempted to eliminate all advertising of this kind from their publication. They felt that in order to achieve their purpose, it was essential that all display advertising and brochure language be excluded. From the company standpoint it is still advertising, but it is the kind of advertising that is wanted by the student.

Moreover, the students are not the only ones who feel this way. There is growing recognition of this weakness in company literature on the part of educators and business men as well. Mr. H. Paul Abbott, of the North American Companies, has taken this same view.

The same need for frankness was expressed by thirty-seven deans, twenty-seven certified public accountants and twenty comptrollers in a recent conference discussing recruitment in the field of accounting. In this discussion those present stressed the necessity for telling the student that it is not easy to attain a position of real executive rank. If students realized this beforehand there would be less disappointment and less failure.

### *Too Many Generalities*

Another popular criticism of company literature is that much of the information is presented in general terms and not in specific facts.

This opinion was also expressed by the Wharton seniors in their criticisms of company literature. Following are some of their remarks:

"Less generalities, more down to earth."

"They are too general; don't list opening, say nothing about salaries; usually do not outline the training program."

"Are not practical enough; deal too much with generalities."

"As a tool of placement guidance, company literature would be more valuable if it dealt more specifically with jobs offered and opportunities for advancement. General information is useful and valuable, but would be even more so if it were slanted more directly to the needs of a prospective employee."

"More specific data—types of jobs, opportunities, family relations, benefits—more about the types of individual they are seeking (traits, abilities, etc.)."

The most used phrase to be found among all of these comments was "be more specific." These students were interested in exact salaries, years of training, detailed job requirements. Besides knowing that he would "—spend two years in a comprehensive training program," the student wants to know the "what, how, why and where" of the program. The fact that the company "—pays the wage prevailing in the industry for similar positions" is of little importance to the student. He knows nothing of prevailing wages. Neither is he satisfied in knowing that the company "—has long been recognized as a leader in the field of industrial relations." He wants to know what these policies are. General information is useful, but it is not enough.

### *Out-of-date Material*

Another weakness mentioned by many of the Wharton seniors was that much of the information provided by some companies was completely out of date. Obviously information of this kind is of no use to the student as a means of preparing for the interview.

There is a significant relationship between the problem of generalities and up-to-dateness. It is undoubtedly to avoid the expense of keeping literature up-to-date that many companies have used such general terms.

### **Conclusions**

1. Successful college recruiting requires that the student be provided with information of a type that will give him a real picture of a given industry and of the particular company within that industry. Furthermore, it is the responsibility of the company to provide this information.

2. Company literature is an important means of meeting this responsibility. However, it is not the only means.

3. It is impossible to set any rigid standards for companies to follow in the use of company literature. A decision as to the type and quantity of literature to be provided is a practical matter and one that should be made by the individual company in the light of its own particular problems and needs. The important thing is that complete information be provided. It is impractical to suggest that every company include all of this information in its company literature.

4. However, when employing literature as a means of presenting any company information, it would be advisable for a company to observe these following suggestions:

- a. Do not over-glamorize employment prospects. Avoid the use of high pressure "display" advertising.
- b. Be specific! Avoid general terms.
- c. Be up-to-date. Obsolete information is useless to the student.

# Career Opportunities

## IN FIRE, MARINE AND CASUALTY INSURANCE

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## THE PHARMACIST—A SOURCE OF SCIENTIFIC MANPOWER IN CHEMICAL INDUSTRY\*

KENNETH L. WATERS, Dean

School of Pharmacy, University of Georgia, Athens

*Dr. Waters received his Ph.D. degree in Pharmaceutical Chemistry from the University of Maryland and his Master's degree in Organic Chemistry from the University of Georgia. He has held teaching positions at the University of Georgia and Transylvania College and a lectureship at the University of Pittsburgh, School of Pharmacy.*

*Dr. Waters was assistant chemist for the U. S. Food and Drug Administration, Pharmaceutical Research Fellow at the Mellon Institute of Industrial Research and Technical Director of the Zemmer Company prior to assuming the Deanship of the School of Pharmacy at the University of Georgia.*

*He is the author of a number of research publications in leading scientific journals.*

IN England and on the continent the word "chemist" is used to describe what is known in this country as the "pharmacist" or the "druggist." American chemists frequently do not regard the retail pharmacist as a scientifically trained individual, and many resent the fact that continental pharmacists are called chemists. There may well be some justification for their attitude, since the old-time pharmacist became licensed to practice his profession by the apprenticeship method similar to his medical contemporary—who as late as the beginning of this century "read" medicine and did not attend medical college. During the past twenty-five years the educational requirements for the profession of pharmacy have been raised from two years to four years, and today a number of schools require five years to complete the B.S. Pharmacy degree. In fact, the American Association of Colleges of Pharmacy will vote at their next annual meeting on a proposal to make the five year program compulsory for the B.S. Pharmacy degree.

### Modern Pharmacy Curriculum

The modern pharmacy curriculum enables the B.S. Pharmacy graduate to take his place beside other professionally trained men and women. The pharmacy student must take courses in general chemistry, in qualitative analysis, in quantitative analysis, and in or-

ganic chemistry. These are not special courses designed for pharmacy students, but the same courses as taken by chemistry majors. With this background of chemistry, additional courses are required of the pharmacy student in the application of inorganic and organic chemistry to pharmacy, as well as courses in theoretical pharmacy which touch briefly on physical chemistry, biochemistry and physics. Analysis courses over and above regular quantitative and qualitative analysis are required in drug assay. Graduates of accredited Schools of Pharmacy have as much chemistry as the chemistry majors in many institutions. Other scientific courses in the pharmacy curriculum are biology, physiology, anatomy, bacteriology, algebra and physics. Supporting these are basic courses such as English, political science, economics and accounting.

Of what does the study of pharmacy consist? Pharmacy is an applied science. It is the application of chemistry, biological and physical sciences to medical products. Beginning courses in pharmacy deal with the chemical nature of drug products, and the reactions involved in chemical and biological production must be understood. Chemical and physical stability are important considerations to the practicing pharmacists. In the actual compounding of prescriptions a thorough knowledge of chemistry is necessary in order to avoid numerous chemical incompatibilities which could easily lead to disastrous results. Improper adjustment of pH may well

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deposit a potent ingredient where the unobserving patient may obtain a toxic dose. In studying toxicology, posology and pharmacology, the pharmacy student becomes well aware of the dangerous nature of the chemicals he is to handle. In his four years, the embryo pharmacist takes courses in elementary law and obtains a working knowledge of federal and state, Food, Drug and Cosmetic Laws. In studying bacteriology, public health and hygiene, the student gains facts which should be of value in his service to any industry large or small. Principles of drug store management are not different from those found necessary in any business—be it retail, wholesale or manufacturing.

### Adaptability

Adaptability is a desirable characteristic of any successful technical man. The pharmacist, by nature of his highly scientific training in a number of fields—including chemistry and the biological sciences—can adapt himself to any industry which operates on a business basis. His understanding of economics, accounting and general business practice should be especially valuable. The B.S. Pharmacy graduate may not have as much math or physics as the B.S. Chemistry graduate, but he is a well-rounded individual who is capable of taking his place in many jobs in chemical industry. This is particularly true in jobs where clear-thinking young men are needed to do the work. When a man receives his B.S. Pharmacy degree and becomes licensed to practice pharmacy, one can be assured that he has developed speed and accuracy in many tasks. He has been taught to keep errors to a minimum, and to realize the seriousness of such errors since he is dealing with human life. His technical education has been more than a mere pounding of facts. He has been given a well-rounded viewpoint of the profession of pharmacy. It need only be pointed out to a man with such training as to where he can fit into a particular industry.

In chemical control, the well-trained B.S. Pharmacy graduate is a natural. He has had the basic courses in quantitative and qualitative analysis, and in addition he has determined refractive indices, run iodine numbers, titrated potentiometrically, assayed colorimetrically, identified poisons, clocked viscosities and measured surface tensions. In short, he has been exposed to almost all modern instrumental procedures.

As a production man he has already served his apprenticeship, since he has been exposed to small-scale pharmaceutical manufacturing and has been taught accuracy as well as the necessity of proper records. He has calculated production cost in his training through

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prescription pricing. His compounded prescriptions have been assayed and a constant check on his accuracy and his ability to follow directions has been maintained from the time he entered school until the State Board grants his license.

In sales, the B.S. Pharmacy graduate has real potentialities. He has had basic courses in drug store management in which the elements of sales are taught, and this background should enable him to discuss many subjects with ease. If it is insecticides, he knows the toxicity; if it is germicides, he knows the bacteriology, if it is medicinals, he knows the pharmacology.

As a potential business executive, the pharmaceutically trained individual should be able to take his place with any other graduate. He has had courses in economics, accounting, political science and English. His study of law and drug store management has forced him to become familiar with required business principles, including costs, insurance, etc. Before he receives his license he has had one year of practical experience in the retail drug-store where it was necessary for him to meet and sell to the public. In this retail phase of his training he has an unusual opportunity to observe both buying and selling, as well as to study human relations.

#### Recent Graduates

Recent graduates of our Schools of Phar-

macy—B.S., M.S., and Ph.D.'s—have played major parts in the growth of chemotherapy, especially in the field of antibiotics. By reason of their broad scientific training the graduates of our Schools of Pharmacy are finding employment, not only in the retail pharmacies, but in hospitals, in manufacturing plants where production and control require well-trained individuals, and in drug and technical laboratories. Many are employed by the public health services, by the Bureau of Narcotics, The Food and Drug Administration, and the Veterans Administration—wherever there is laboratory work to be done. Many pharmaceutically trained individuals are used in the enforcement of federal, state and local laws dealing with the sale of food, alcohol, narcotics, poisons and insecticides. It is interesting to note that most states require all manufacturing establishments who produce anything to be used externally or internally in connection with man or beast, to employ the services of a registered pharmacist for supervision of manufacturing operations. The manufacturer who plans to produce any such product would do well to have a registered pharmacist in his organization.

Yes, the modern pharmaceutical curriculum is capable of producing men and women who should be able to adapt themselves to chemical industry and should be recognized as a source of scientific manpower in chemical industry.

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# CERTIFIED PUBLIC ACCOUNTING

## A Survey

WALTER L. KELLY, Placement Office, City College of New York

Mr. Kelly has been Placement Director of the City College School of Business for five years. Previously, he was a Research Psychologist with the War Department, concerned mainly with the development of interviewing techniques, efficiency valuation methods and the construction of performance and paper and pencil tests.

The author has written other articles based on his surveys in the specialized fields of Foreign Trade, Personnel Management, Real Estate and Accounting. All of these articles are widely used in college and high school guidance offices throughout the country.

He received his B.S. from Fordham University in 1939, and M.A. in Psychology from New York University in 1949, where he is currently completing requirements for a Ph.D. in Psychology.

Mr. Kelly is an Associate of the American Psychological Association and a member of the Eastern Psychological Association.

**T**HIS is a three way survey since similar questionnaires were sent to Certified Public Accountants, to employees of Certified Public Accountants and also to college instructors of accounting.

A mail survey was utilized to contact approximately 3,000 Certified Public Accounting firms, 1,500 accounting graduates and in excess of 200 college instructors of accounting. The returns ranged from 16.1% for Certified Public Accountants to 29.5% for employees and 29.8% for instructors, these are average or better than average returns for a mail survey.

In a previous survey significant differences were noticed among small, medium and large firms regarding important considerations in the public accounting field. The returns from the present questionnaire were analyzed according to the category of the firm replying, and employees' returns were analyzed according to size of firm for which they worked. The headings of small, medium and large will be used wherever significant differences, regarding these classifications, are found, otherwise the results will be reported as a composite for each of the discrete groups surveyed.

The questionnaire consisted of twelve questions, some of which were "fill ins," some yes or no, and some multiple choice. In some cases respondents added comments and

qualifications. Where the frequency or interest of these remarks warrants, they will be reported.

1. The first question differed according to surveyed groups. In the case of the Certified Public Accountants, it elicited information regarding the percentage breakdown of firms into small, medium or large. The responses indicate the following proportions: small (1-6) 68.2%, medium (7-15) 20.5%, large (16+) 11.3%. Employees' answers to their first question showed that 64.8% worked for small firms, 21.8% for medium firms and 13.4% for large firms. Instructors replies to their first question showed that 74% of them practice in the Certified Public Accounting field in addition to their instructional work in accounting.
2. This question requested the recipients to indicate their classifications of junior, semi-senior and senior accountant, basing their opinions on years of experience, ability to work without supervision and any additional qualifications they thought necessary to merit the ratings. The respondents were also requested to list salary that should be offered for those classifications.

The results are presented in the tables on the next page:

## EXPERIENCE REQUIREMENTS

(Majority opinions, 75% or better) only are indicated for the purpose of highlighting differences of opinion.

	Experience	C. P. A.'s			Employees			Instructors
		S.	M.	L.	S.	M.	L.	
Junior	1 year	X	X	X	X	X	X	X
	2 years		X	X				
	3 years							
Semi-Sr.	1 year							
	2 years	X			X	X		X
	3 years	X	X	X		X	X	X
Senior	5 years		X	X			X	
	2 years							
	3 years				X			
	5 yrs.-10 yrs.	X	X	X	X	X	X	X

## ABILITY TO WORK WITHOUT SUPERVISION

Experience		C. P. A.'s			Employees			Instructors
		S.	M.	L.	S.	M.	L.	
0-6 Mos.	Yes	4.8%	0%	0%	5.9%	0%	0%	0%
	No							
1 yr.	Yes	22.5%	17.6%	5%	40%	36.8%	34.6%	15.4%
	No							
2 yrs.	Yes							
	No	36.6%	51.1%	80%	14.6%	28%	17.3%	64%
3 yrs.	Yes							
	No	14.3%	24.4%	26%	4.8%	16.2%	17.3%	18.6%
5-10 yrs.	Yes	100%	100%	100%	100%	100%	100%	100%
	No							

Only selected percentages have been used in the above table. This liberty was exercised in the interest of easy readability and to pinpoint interesting and significant differences of opinion.

## STARTING SALARY OFFERED OR SUGGESTED

(Figures shown are median weekly salaries)

Experience	C. P. A.'s			Employees			Instructors
	S.	M.	L.	S.	M.	L.	
0-6 mos.	\$32.50		\$42	\$35.50		\$39	\$35
1 year	\$37.50		\$47	\$42	\$45.50		\$43
2 years	\$46	\$43	\$54	\$51	\$54.50		\$52
3 years	\$55.50		\$64	\$63.50		\$66	\$60
5 years	\$70	\$73	\$80	\$82	\$86	\$89	\$85
10 years	\$94	\$106	\$113	\$106	\$124	\$127	\$113

A brief summation of remarks from all categories of respondents would give the following picture of what a person should be like to enter and pursue successfully a career in public accounting. At the entering stage, aptitude, willingness to work and learn, some previous bookkeeping experience, typing abil-

ity in many cases and common sense and accuracy is of paramount importance.

Heavy emphasis is placed on personality which in the broadest sense suggests a neat appearance, ability to approach and deal with clients, character, integrity, public conscience and a sufficiency of cultural background.

Good speech and writing skill in so far as report writing is concerned, are also essentials.

The above augmented by the ability to think clearly, exercise sound business judgment, as well as the continuing ability to assume responsibility sums up the general opinions of the respondents.

### 3. To Certified Public Accountant's:

Would you consider hiring a man under 26 whose draft status is not exempt? The small and medium sized firm replies were 58% Yes, 42% No. The large firms 80.6% Yes and 19.4% No.

To Employees:

Has your draft status affected your job status? 21.7% Yes and 78.3% No.

To Instructors:

Should a man under 26 whose draft status is not exempt be considered for a position? 78.4% Yes and 21.6% No. It is important to note that one half of the 21.7% of employees who stated their job status was affected by their draft status were favorably affected and the other one half unfavorably affected.

For those favorably affected the following occurred: obtained job only because of veteran or other deferred classification, obtained raise in pay for same reason, or offered more opportunity.

For those unfavorably affected the following occurred: Frozen on present job because of 1A status, less responsible duties assigned while others not subject to draft hired, hard to find a job, lost job or finally drafted.

### 4. To Certified Public Accountants:

Do you use the American Institute of Accounting Examination Battery as a factor in selecting staff personnel?

	Small	Medium	Large
Yes	3.7%	7.9%	43.4%
No	46.0%	50.0%	32.2%
Unfamiliar	50.3%	42.1%	19.4%

### To Employees:

Have employers inquired of you as to whether or not you have taken the American Institute of Accounting examination battery?

	Small	Medium	Large
Yes	6.1%	10.3%	25%
No	72.2%	76.4%	70%
Unfamiliar	21.7%	13.3%	5%

### To Instructors:

Do you favor the American Institute of Accounting Battery as a factor in selecting staff personnel? Yes 41.5%, No 24.6% and Unfamiliar 33.7%.

5. In your opinion is public accounting a better long term career for accountants than other fields of accounting?

	C. P. A.'s			Employees			Instructors
	S.	M.	L.	S.	M.	L.	
	%	%	%	%	%	%	%
Yes	50.8	63.1	54.9	59.2	44.3	40	43
No	49.2	36.9	45.1	40.8	55.7	60	57

6. Would you encourage students to enter public accounting?

	C. P. A.'s			Employees			Instructors
	S.	M.	L.	S.	M.	L.	
	%	%	%	%	%	%	%
Yes	68.7	80	93.5	31.5			88.5
No	31.3	20	6.5	68.5			11.5

7. If you were advising newly graduated accountants on the following four possibilities would your advice be the same for all or would it vary with their standing in the class?

1. Enter public accounting, get 3 years experience, then enter private accounting.
2. Enter public accounting, remain as employee.
3. Enter public accounting, get 3 years experience then set up own public accounting business.

## 4. Enter private accounting.

	Employees %	C. P. A.'s %	Instructors %
Lowest 25%	66.9 for 4	78.5 for 4	77.0 for 4
2nd lowest 25%	91.5 for 1, 2 & 4	98.8 for 1, 2 & 4	95.2 for 1, 2 & 4
2nd highest 25%	60.7 for 1 & 2	65.1 for 1 & 2	69.9 for 1 & 2
Highest 25%	65.4 for 3	60 for 3	58.2 for 3

In all fairness to those who qualified answers to this question, their opinions are briefly stated below.

Some of the respondents were of the opinion that grades in school were not

paramount and held that aptitude, general intelligence, temperament and personality were of equal and perhaps greater importance. In a few cases it might also be pointed out, qualifying remarks concerning those in the lowest 25% of the class advised such individuals to "enter another field," "give up accounting" or "learn a trade." As always there are two sides to every question.

3. In your opinion, what is the relation between salaries paid accountants in the employ of Certified Public Accountants and salaries paid in private accounting for the same amount of experience?

	C. P. A.'s		Employees		Instructors
	Small & Medium	Large	Small & Medium	Large	
0-3 years					
Lower than private	77.6%	61.3%	95.3%	86.5%	81.2%
Comparable to private	15.8%	22.6%	2.7%	3.9%	15.6%
Higher than private	6.6%	16.1%	2.0%	9.6%	3.2%
3 years +					
Lower than private	32.8%	45.1%	46.3%	54.9%	45.2%
Comparable to private	46.3%	32.2%	42.8%	29.4%	43.5%
Higher than private	20.9%	22.7%	10.9%	15.7%	11.3%

9. In your opinion, with which type of firm will the junior accountant get the most valuable experience?

The rating here was for the most part partisan, the only exceptions were the large firms and employees of large firms who favored the medium sized by 58% and 50% respectively. The consensus of all categories favored the medium sized firm by 53.4%, the small firms ranked second and the large firms last. Instructors incidentally, favored the medium sized firms by 50.7%.

10. Does the acquisition of a certificate by a Certified Public Accountant's employee automatically merit?

		C. P. A.'s & Employees		Instructors
		Yes	No	
Additional salary	Yes	33.1%	63.0%	
Greater responsibility	No	66.9%	37.0%	
Greater opportunity	Yes	35.8%	62.0%	
	No	64.2%	38.0%	
	Yes	55.6%	34.6%	
	No	44.4%	15.4%	

11. What in your opinion is the present job situation in public accounting?

	C. P. A.'s	Employees	Instructors
Severe shortage of jobs	13.0%	33.8%	11.1%
Slight shortage of jobs	43.2%	48.2%	47.6%
Approximate equality of jobs and applicants	28.0%	11.3%	23.8%
Slight surplus	11.4%	6.1%	16.0%
High surplus	4.4%	.6%	15.0%

	C. P. A.'s	Employees	Instructors
Do not need such information in my work	6.3%	3.1%	17.0%
Lack such information	12.8%	19.2%	13.8%
Passably informed	55.5%	53.6%	41.3%
Well informed	21.0%	22.9%	26.1%
Fully informed	4.4%	1.2%	1.8%

12. With reference to knowledge of job opportunities, salaries and conditions of work in the public accounting field, how would you rate yourself on the above scale?

In conclusion, we would like to quote directly from one of the respondents, a word

of advice to the college student preparing to enter the public accounting field: "If an individual enters the field of public accounting solely because of the remuneration he expects or because it distinguishes him as a professional person, then the public accounting field will be disappointing to him and he will be disappointing to his employer."

### COMING MEETING . . .

Western College Placement and Recruitment Association

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NASHVILLE, TENN.

## UNPREPARED BUT READY

EUGENE S. WILSON, *Associate Dean*  
*Amherst College, Amherst, Mass.*

*In addition to his duties as Director of Admission, Mr. Wilson is also Associate Dean and Director of Occupational Guidance.*

*After graduating from Amherst College, he worked for the Wilson Line, Inc., an inland water steamship company, as stevedore, unskilled laborer in the ship repair yard, passenger traffic representative, sales advertising representative and as district manager in Washington, D. C., and New York City.*

*A participant in such community activities as the Boy Scouts, Boys' Club, Community Chest and Rotary Club, Mr. Wilson spent the summer of 1941 directing a camp for conscientious objectors run by the American Friends Service Committee at Patapsco, Maryland.*

*He is a member of the National Vocational Guidance Association and a former member of the Salesmanagers' Club of Philadelphia and the Junior Chamber of Commerce in Washington and Philadelphia.*

"A liberal arts education prepares you for nothing."

"Today the business world needs specialists—men who can do one thing well."

"Sequential study is important. My educational program must point in a definite direction."

"I want my son to go into business, and Amherst College offers no course in marketing, personnel, or business management."

Such are some of the comments that come

to the admissions officer of a small liberal arts college as he travels about the country interviewing prospective students and parents. The demand for practical courses is rising, specialization is the cry of the hour.

What do students with a general education do upon graduation? Are only a few fields of endeavor open to them?

Here is a report on the Class of 1950 at Amherst College—based on a study made nine months after graduation. Replies to a questionnaire were received from 85% of the class.

*182 were in graduate schools studying these subjects:*

Law	38	Biophysics	2
Business administration	38	Mathematics	2
Medicine	32	Dramatic arts	2
Education	11	Philosophy	2
Divinity	7	Music	1
History	7	French literature	1
Physics	6	City planning	1
Engineering	5	Physical education	1
Chemistry	4	Economics	1
Architecture	3	Political science	1
International studies	3	Metallurgy	1
English	3	Social service	1
Biology	2	General (field not specified)	7

*147 were in the following occupations:*

Sales .....	34	Publishing and printing .....	5
Goods, oil, textiles, etc. ....	26	Advertising .....	4
Machines, metals, lumber, etc. .	7	Government .....	3
Food .....	1	Radio .....	3
Manufacturing .....	28	Transportation .....	3
(excluding sales, see above)		Construction .....	2
Personnel .....	9	Credit .....	2
General .....	5	Farming .....	2
Advertising .....	4	Newspaper .....	2
Ind. Relations .....	3	Photography and art .....	2
Production .....	3	Miscellaneous .....	8
Accounting .....	3	Theatre .....	1
Research .....	1	Textiles .....	1
Insurance and real estate .....	23	Travel agency .....	1
Sales and general .....	18	Laundry .....	1
Actuarial .....	3	Social service .....	1
Accounting .....	2	Hospital adm. ....	1
Banking and investments .....	11	Cargo survey .....	1
Teaching and education .....	8	Livestock contractor .....	1
Merchandising .....	7		— 147
		Total .....	329

*Miscellaneous*

Air Force .....	16
Army .....	12
Navy .....	8
Marines .....	4
Unclassified .....	10
Unemployed .....	5
	55

The results of this poll are interesting because they show that though a liberal education does leave a student unprepared for most

jobs it does leave him ready to be trained in many. Apparently employers are not unwilling to hire men with a liberal education.



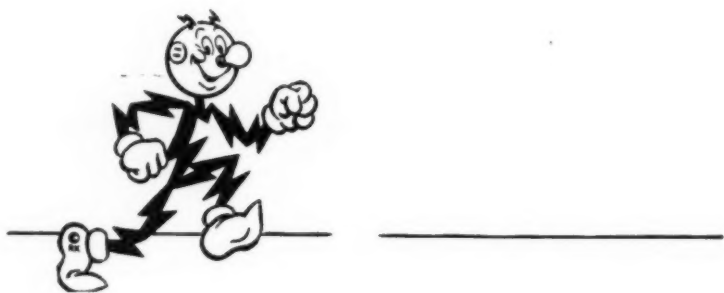


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## SALESMANSHIP OFFERS A FUTURE FOR LIBERAL ARTS GRADUATES

LLOYD W. BOWIE, *Director of Student Placement*  
*St. Ambrose College, Davenport, Iowa*

*Before coming to Ambrose College, where Mr. Bowie is also Assistant Professor of Commerce, he was employed as a public school administrator and served in the United States Army during World War II.*

*He is a member of the Committee on Teaching Salesmanship of the American Marketing Association, American Economic Association and American Statistical Association. Active in the Davenport Salesmanager's Bureau, he has served as both Education Chairman and Program Chairman, and is now on the Executive Committee.*

*Mr. Bowie received his A.B. degree from Iowa Wesleyan College and his A.M. from the University of Iowa.*

THE rapid transition of Salesmanship from a vocation having a low standing to one approaching a professional status is one of significance to graduates of liberal arts colleges and to the placement officials of these institutions. This elevation of salesmanship has been evidenced by numerous articles appearing in popular publications during the post war years. While much credit for this belated recognition of one of the most important activities within the economy rightly goes to National Sales Executives, Inc., and to its president, Mr. Robert Whitney, anyone abreast of current thinking has been aware of the new emphasis placed upon good selling by both industrial and educational leaders.

As recognition of the part salesmen play in the economy has grown, there also has developed a movement to place selling on a higher ethical plane than in the past. The modern sales manager talks about such things as truthfulness, reliability, customer viewpoint, etc., when briefing new salesmen rather than forcing the sale at any cost. The prime objective is a long term relationship rather than a once over proposition. No longer is the man who "can sell refrigerators to Eskimos" the one pointed to as being worthy of emulation by the beginner. This new approach requires a much higher calibre salesman than did the old type of selling.

### Sales Managers' Poll

During the spring of 1949, the writer, with the assistance of Professor Leo Simmons of St. Louis University, polled sales managers in Davenport and St. Louis regarding their opinions of courses normally offered in colleges and universities. Respondents were asked to rate courses as being necessary, desirable

1787



1951

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SCIENCE	TEACHING
COMMERCE AND INDUSTRY	

*Aptitude testing, vocational counseling, and a placement service are integral parts of the college program.*

**FRANKLIN & MARSHALL COLLEGE**

Lancaster, Pennsylvania

or of little value for those students planning to enter selling. Space does not permit a full report of the findings but the following table presents a sample which is representative.

	Neces- sary	Desir- able	Little Value
English Composition	74.7%	20.4%	2.8%
Public Speaking	30.0	15.5	1.4
Sociology	24.4	46.4	19.0
American History	20.4	50.0	21.1
American Gov't	34.5	50.0	9.9
Prin. of Economics	69.0	24.0	2.8
Logic	44.4	48.0	2.8
Ethics	37.9	47.2	8.5

Thirty-three per cent of the respondents indicated that a college degree was either necessary or desirable for trainees joining their staffs. Prior to World War II few sales positions required a degree. On the other hand, college graduates rarely considered entry into selling, with the exception of a few lines as investments and sales engineering. It was the common belief that selling in general was beneath the dignity of a man with a college education.

Study of recent records of St. Ambrose College Placement Bureau furnishes additional data relative to the position of liberal arts graduates in the field of selling. In a report issued September 1, 1950, the Bureau stated that 33% of the 1949 graduates and 30% of the 1950 graduates, who were at that time

working, were in sales positions. These figures exclude retail sales work since we are concerned here only with outside sales positions.

### More Graduates Entering Selling

In the report issued by the Bureau June 1, 1951, it was revealed that 30% of the graduates placed during the academic year 1950-51 were selling.

If the experience of the St. Ambrose Bureau is representative of the situation elsewhere, a new and important market for graduates of liberal arts colleges has developed.

Frequently graduating seniors are hesitant to enter selling because of a fear that they may not be happy in a career in this field. There is no reason, if he is suited by training and temperament, why a person with a liberal education should not be happy in sales work providing his product is sound and the company policies are in line with modern concepts of ethics in selling. On the contrary, sales work may provide an outlet for the enthusiasm and interest in human beings which often characterizes liberal arts graduates. It may well be that many who might otherwise drift into teaching for lack of any other outlet for these characteristics will in the future turn to selling. This, in turn, should further raise the standards of selling, making it ever more attractive to graduates.



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These suits are typical of the new developments that are opening up new opportunities for technically trained graduates in rayon. Learn more about this exciting field. Read "Preview of American Viscose." Your placement director has a copy for you, or write to Public Relations Dept., American Viscose Corporation, 1617 Pennsylvania Blvd., Philadelphia 3, Pa.



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You might not expect Du Pont, a chemical company, to employ more engineers than chemists. But it does. Nearly twice as many, in fact.

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Developing these better products and methods is not a job for the chemist alone. They involve the fields of chemical, mechanical, electrical and metallurgical engineering, as well as numerous others. That's why engineers are so important to Du Pont's operations—and why the need and opportunity for them is so great.

What do engineers *do* at Du Pont? The range of jobs is almost as varied as the Company's products. Engineers do fundamental and applied research on both products and processes. They develop instruments to record and control manufacturing operations. They see new projects through the pilot plant and semi-

works stages and assemble data necessary for the full-scale plant. Engineers supervise plant construction and the production that follows. They work to standardize and improve processes, and to maintain operating plants and equipment.

Often engineers go into the technical sales field, presenting data to customers and guiding them in the most efficient application of Du Pont products.

These and other vital functions performed by engineers at Du Pont make them important men indeed. The engineer, like the chemist, rises to some of the highest administrative positions the Company has to offer.

For more information on the opportunities for graduates in engineering and the physical sciences, write for your free copy of "The Du Pont Company and the College Graduate." Address your request to 2519 Nemours Building, Wilmington, Delaware.



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## **SOUTHWEST PLACEMENT OFFICERS ASSOCIATION**

**Dallas, Texas  
September 4, 5, 1951**

The second annual conference of the Southwest Placement Officers Association was held in the Baker Hotel, Dallas, Texas, on October 4 and 5, 1951. The theme was "Meeting Our Country's Needs Through Sound Placement and Recruitment Relations."

The first morning of the conference was devoted to registration and a tour of Southern Methodist University.

After luncheon Dr. W. M. Tate, Vice President, Southern Methodist University, Dallas, Texas, opened the first session with the address, "A Challenge to Placement and Recruitment Officers." He stated that one of the great present day concerns is with mass education. Even college students are processed in assembly line fashion and one of the few places where individuality is still apparent is in the placement office. The placement director should always fight the idea of the stereotype on campus, for one of the things that has made America great is the respect for the sacredness of human personality. Each individual is an everlasting child of God and his problems, aptitudes and opportunities are unique.

Introducing the word empathy, Dr. Tate defined it as the ability to see a situation through the eyes of another. This is as important as objectivity and differs from sympathy which has in it the element of condescension. He closed with the thought that we must not be blinded by system and routine or even objectivity or sympathy, but must keep the personal touch which empathy gives.

Miss Lou Russell, President of the Placement Association, responded to Dr. Tate's greetings and stated that as the program unfolded it would be evident that those involved in the placement and recruitment functions are fully aware of their problems and responsibilities and that they welcome opportunities such as presented by conferences of this sort to exchange ideas and broaden their usefulness.

### **Women in Business and Industry**

A panel composed of Judge Sarah T. Hughes, 14th District Court, Dallas, Texas; Mrs. Ione Clark, Personnel Director, Converted Rice, Inc., Houston, Texas; Miss Fannie Y. Mitchell, Director, Appointments Office, Duke University, Durham, North Carolina; Miss Mildred K. Siegel, Assistant Personnel Director, Employer's Mutual Liability Insurance Company, Wausau, Wisconsin; Dr. Catherine Cominsky, Chairman, Department of Biology, University of Houston, Texas; Lt. Comdr. Elizabeth Roby Leighton, U. S. Navy Procurement Officer, Dallas, Texas, and Mrs. Adelia B. Kloak, Women's Bureau, Labor Department, Washington, D. C., with Dr. W. W. Findlay, Institute of Management, Southern Methodist University, Dallas, Texas, serving as moderator, presented "Opportunities for Women in Higher Level Jobs in Business and Industry."

It was pointed out that there have been career women in government since before the Continental Congress, in the armed forces serving as nurses since 1901 and in business since pioneer days. However, in 1870 women made up only 15% of the labor market, but by 1951 had filled 30% of the available jobs. It was predicted that there will always be more top jobs than high caliber individuals to fill them. Wars always increase women's opportunities and as their capabilities and success have been proved, they have been promoted to positions of increased importance, until now few jobs are restricted to men only.

Miss Mitchell said that women should not ask for special privileges, but should compete with men on an equal footing, learn to stand up under stress and strain, work untiringly, try hard to please and to be understood and rely less on charm and sweetness.

Miss Siegel emphasized that more top level positions exist for women in insurance than in some other fields, but many of these include much traveling and those interested must readily adjust to new locations and jobs. Some companies prefer married women because they are more likely to concentrate on their careers, to remain on the job after being trained and less likely to seek the attention of their male colleagues.

Dr. Cominsky pointed out that biologically each sex possesses some of the characteristics of the other. Therefore, while women possess good business potentialities, they are never really given an equal chance with men since they are conditioned from birth, for the most part, to conform to set patterns of behavior and to concentrate on certain occupations.

It was noted that the government and armed forces offer equal pay for equal work regardless of sex.

In retailing, the high level jobs are equally divided between men and women, so the opportunities for women are great and top management accepts them more readily.

Women are vital to a complete personnel office in the handling of both applicants and employees since many, both men and women, prefer to discuss their problems with a woman who will probably be more sympathetic and at the same time less inclined or able to relate future status to disclosures resulting from interviews.

In the discussions which followed, it was brought out that women are more emotionally stable than men and mature at an earlier age. The moderator, Dr. Finlay, emphasized this view by asking, "Do not men have more ulcers than women?"

During a brief break in the afternoon program, the Association was host to the delegates at a "Coffee Hour."

### **Grass Roots Panel**

Wendell R. Horsley, Agricultural and Mechanical College of Texas, College Station, as moderator of

the "Grass Roots Panel," led the group in a discussion of the problems of developing an effective follow-up program and securing faculty cooperation for placement and recruitment. Those serving on the panel were Paul W. Boynton, Socony Vacuum Oil Company, New York City; George D. Lobingier, Westinghouse Electric Corporation, Pittsburgh, Pennsylvania; R. N. Dyer, Humble Oil Company, Houston, Texas; Mrs. Jean A. Jenkins, Texas Technological College, Lubbock, and Philip H. Yost, Connecticut General Life Insurance Company, Hartford. Several of the panel conclusions are dealt with in the following paragraphs.

Lengthy follow-up questionnaires sent out by college placement directors defeat their purpose since evaluation techniques in companies are not geared to answer detailed specific questions. Placement officers should decide what type of information they want and be certain they know how to utilize their findings and that they have an adequate staff to handle the returns, or all is wasted effort.

Information obtained from alumni may be useful, but for the first five years after commencement, graduates usually cannot evaluate their progress since they have no yardstick with which to measure it, and they do not understand the companies' operations and policies well enough to comment on them. During that period they usually suffer from a post graduate slump and wonder what they are trying to accomplish. Therefore, the results of their replies to such questionnaires are apt to be negative.

It is important to know when graduates misbehave toward companies or companies toward graduates. These reports will come through spontaneously if the company-college and college-alumni relationships are good. The college placement officers should get to know their referrals and should likewise visit in the companies where they have placed boys whenever possible not only to talk with the personnel directors, but also to familiarize themselves with company techniques, policies and job requirements.

Companies should never hastily decide to exclude colleges from their recruiting lists, for even after years of unsuccessful visits to some campuses, the recruiters may be rewarded by discovering men unusually qualified for work with their companies. In such instances, the recruiters may have used the wrong approaches in their contact methods and so failed to see the type of boys they sought. However, once they secure men well qualified for the jobs offered and satisfied with the companies, the chances of employing more from a given college are multiplied.

Faculty cooperation can be established if it is explained that placement officers are not trying to destroy the professors' company contacts, but are trying only to serve as "clearing house" agents for jobs, thus relieving the academic departments of the detail work involved in placement. The faculty should be informed of placements in which they have

aided and credit should be given them for their assistance. They may also be helpful in maintaining contacts with and locating graduates in industry and business.

At the close of the afternoon session, the representatives of business and industry were hosts at a social hour and reception which gave all attending the conference an opportunity to become acquainted with one another and to discuss common problems and interests.

#### Bull Session and Work Shop

At the conference "Bull Session and Work Shop" held immediately following dinner the first evening, the discussion leaders were L. B. Redman, Magnolia Petroleum Company, Dallas, Texas; A. Stuart Delgado, Atlantic Refinery, Dallas, Texas; Frank Ives, University of Oklahoma, Norman; Robert G. Neph, Stanolind Oil and Gas Company, Tulsa, Oklahoma, and Vernon M. Shade, Handy-Andy, San Antonio, Texas.

One of the topics discussed was whether companies should deal through college placement officers or through the professors. It was pointed out that it is better to coordinate deans and faculty into a working group through the placement office, although at some institutions this may not be possible. In many instances the professors are found to be biased in their evaluation of students since they see only the academic side. The rating sheets may tell more about the professors than about the boys. A study of the grades obtained might serve the same purpose. Often students' evaluations of their classmates present a better rounded picture.

Set forth below are other points made during the evening discussion:

Placement officers cannot decide men's futures and should grant all students interested in specific companies interviews with their representatives.

Aptitude testing may be considered as an important guide in the consideration of an applicant for employment, but should not be considered as providing a complete measure of a person's capabilities.

Good job specifications aid college placement directors in their screening process.

If a man graduates from college, his placement officer must accept that as proof of his fitness for some kind of employment and should realize that he will meet some company's qualifications, for all are different. Some of the smaller companies which do not attract the most outstanding boys are willing to work with the others and develop them into sound investments.

Requiring boys to write their historical backgrounds and aims in life encourages them to organize their thoughts and at the same time enables the company representatives to learn much about them.

Placement officers may not be able to give students all the technical help they may require in preparing



for placement interviews, but they can and should, with their broad knowledge of companies and of the openings in the companies, counsel the students, well in advance as to courses of study and other measures that will assist them to qualify for job openings.

Between 8:00 and 9:00 a.m. the second morning of the conference, the Placement Association was again hosts to the guests at a "Coffee Hour." By the time the morning session was called to order the registration had grown to approximately 150 delegates.

#### College Senior and Nation's Defense

Introducing the topic, "The College Senior and Our Nation's Defense," was R. L. Lucas, Shell Oil Company, Houston, Texas, who served as moderator. The following were panel members: D. S. Roberts, General Electric Company, Schenectady, New York; Dr. E. H. Morris, Monsanto Chemical Company, Texas City, Texas; George H. Orgelman, Chance Vought Aircraft Division, Dallas, Texas; E. W. Morris, Hughes Tool Company, Houston, Texas, and Commander Heinrich Heine, Jr., United States Navy.

It was pointed out that the college senior is in a sense the nation's defense, for upon his training, his leadership, his character, rest the future of the country. However, in an attempt to fit him into the nation's economy as swiftly and efficiently as possible, the colleges should not be made into trade schools, for a well rounded individual, not too interested in security, will always be the one most in demand.

Emphasis was also placed on the importance of happiness in a job, for if employees enjoy their work, they will accomplish more and do it better. The overshadowing precipice of failure is needed, however, to keep individuals utilizing their full capacities.

In Europe, research men are planners and not doers. They are supervisors and the routine details of their jobs are handled by trained assistants. In order to utilize such men to the fullest, United States industry is coming around to this point of view. Some companies are continuing the training of their technical men in addition to training assistants. They also give high school graduates a four-year training program, the equivalent of a two-year technical course which can be applied toward college credit.

It sometimes is wiser to enter industry before beginning work on a master's degree because the men's positions and experience in a company may dictate a certain course for graduate study.

Grades are not valid criteria for judging personality and adaptability, for those in the upper percentiles of their classes may possess both in large degrees. Also, there is the danger that "A" students may feel superior and intolerant of others. However, "C" men usually are not good for research since they do not have a strong grasp of the fundamentals in their fields nor do they possess adequate imagination or thirst for technical knowledge.

#### Problem Busters' Clinic

Joseph W. Bird, RCA Victor, Camden, New Jersey, served as moderator of the "Problem Busters' Clinic." R. G. Neph, Stanolind Oil & Gas Company, Tulsa, Oklahoma; Edward Sullivan, Joske's of Texas, San Antonio; S. J. Billingsley, Southwestern Bell Telephone Company, Houston, Texas, and W. S. Idler, Aluminum Company of America, Pittsburgh, Pennsylvania, formed the panel.

The necessity for adhering to the code of ethics even more closely in the present sellers' market was discussed.

Regarding the matter of application forms, it was brought out that some companies prefer that a boy fill out a single sheet first and then make out the complete forms after the interview. Others prefer that the long blank be completed before the initial interview.

Students should look up information on companies, study their findings and look for the jobs that best suit their qualifications.

It was noted that the Southwest Placement Officers Association had adopted a standard one-page blank used for company information and useful as a directory for the college students who are more likely to read condensed versions than large booklets.

Placement officers should permit recruiters to see



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THE PARKWAY AT FAIRMOUNT AVENUE  
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all boys interested in their companies—a point made earlier in the conference.

Company representatives should notify all Colleges at least two weeks in advance of their visits to campuses.

#### Alumni Evaluate Placement-Recruitment

The afternoon session opened with a panel discussion entitled "The Alumni Evaluate Placement and Recruitment Methods." R. N. Dyer, Personnel Director, Humble Oil Company, Houston, Texas, was moderator and the panel was composed of selected recent graduates. The following paragraphs embrace some of the more positive opinions expressed:

If the jobs of placement and recruitment are done adequately, there results greater happiness for the individuals served, greater utilization of their abilities and unquestioned advantages for the companies with which the former students are placed.

Industrial representatives are at times too impetuous and too much in a hurry to permit students to sell themselves. This is sometimes unavoidably caused by tight interviewing schedules, but if interested in certain students, recruiters should allow more time for discussion with the applicants, possibly thirty minutes.

The placement officers should screen adequately.

Placement officers should have funds to employ counselors who could gather company information and make it available to students, such as the type of work available on industry-wide basis. However, students are sometimes reluctant to accept the placement officers' opinions about job opportunities and accept such information more readily from company representatives, so the latter should be invited to speak to students in groups as well as individually.

Placement officers should service all alumni, but they should not spend too much time looking for placed men seeking transfers since they do not now have adequate time for the handling of seniors. Furthermore, if the initial placements have been well done, there will be less need for replacement.

The recruiting officers should be prepared to answer students' questions and should display enthusiasm at the time of the interview. They should not hire more men than their companies can absorb, for this is not only poor public relations, but may have a demoralizing effect on the individuals concerned and hinder them in obtaining other job opportunities.

Any company that goes back on definite job offers or any students that disregard commitments without adequate reasons should not be permitted to use the placement office.

#### Presidents Talk It Over

Participating in the following panel, titled, "The Presidents Talk It Over," were moderator Guy B. Arthur, Jr., President, Management and Evaluation Service, Toccoa, Georgia, and panel members: Dr. G. L. Cross, President, University of Oklahoma, Norman; Rev. Louis J. Blume, President, St. Mary's

University, San Antonio, Texas; Dr. John E. Gray, President, Lamar College, Beaumont, Texas; Dr. Otto Nielsen, Vice President, Texas Christian University, Fort Worth, Texas, and Dr. W. R. White, President, Baylor University, Waco, Texas.

Most college presidents see the need for adequate placement services, since they are in a sense the recruiters who recruit those who train industry's recruits. The problem is twofold—convincing the board of trustees of the value of the placement service and raising the money to support it.

Good rapport should be established between college placement officers and company recruiters on the one hand and college professors and administrators on the other. This can be done by bringing them in contact with one another so that educators become familiar with the need for and the value of the placement service.

Companies should offer fellowships and scholarships for those qualified but unable to continue their education, but should not attempt to dictate what colleges should teach. The educational institutions, however, could know more about business and industry. They cannot narrow educational preparation vocationally, but must continue to offer a broad foundation on which the individuals must work with their own initiative.

The second day's sessions were concluded by a business meeting at which officers for the year 1951-52 were elected as follows:

President—David Y. Robb, Southern Methodist University.

Vice President—Wendell R. Horsley, Agricultural and Mechanical College of Texas.

Secretary-Treasurer—Albert M. Holcembach, Texas Christian University.

#### Advisers

Business—S. W. Billingsley, Southwestern Bell Telephone Company.

Industry—Lury B. Redmond, Magnolia Petroleum Company.

Government—Commander Heinrich Heine, Jr., United States Navy.

A reception and banquet were the last events on the conference program.

Ex-Congressman Martin Dies was forced to cancel his appearance as banquet speaker because of illness in his family. George D. Lobingier, Master of Ceremonies, introduced Trent Root, Controller, Southern Methodist University, Dallas, Texas, who stressed the importance of not dictating actions to students, but encouraging them to develop and use their own minds.

All present expressed enthusiastic appreciation of the splendid planning and efficient execution of all phases of the program by the retiring officers, program chairman and the committee on conference arrangements.

It was announced that the next meeting was scheduled for San Antonio in the spring of 1952.



## LIKE A DESERT OASIS

To the youth in the congregation, that night in 1894, the brilliant young minister, Russell H. Conwell, seemed like a desert oasis to a thirsty traveler.

Obtaining the minister's consent to teach a few young men, this boy soon brought with him others just as eager for a more advanced education. The group grew until, by 1898, with 590 scholars, a college charter was ob-

tained and Temple University came into being.

Russell H. Conwell quite properly was elected the first president of the University, a position he held until his death in 1925. During this long period he devoted all his energies toward "making an education possible for all deserving men and women"... toward providing an educational oasis in the desert of human need.

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## MIDDLE ATLANTIC PLACEMENT OFFICERS ASSOCIATION

Atlantic City, New Jersey

September 27, 28, 1951

The Middle Atlantic Placement Officers Association members and guests met for the fall conference on September 27 and 28, 1951, at the Hotel Dennis in Atlantic City, New Jersey.

Following registration there were two informal sessions on current placement and recruitment problems, one for college placement officers, with Samuel A. Ladd, Jr., Bowdoin College, as chairman, and the other for business and industrial representatives, with B. Brooke Bright, Atlantic Refining Company, as chairman.

### Recruiters' Discussions

After a few introductory remarks, Mr. Bright presented Colonel D. M. Ashbridge, University of Delaware, who suggested ways for improving the administrative procedures following college interviewing. He stated that recruiters liked to work through centralized placement officers, but that after using their services, the company men should not forget to keep the placement officers informed of developments after the initial interview. To be certain that students receive job offers or offers of further interviews promptly, it might be advisable for recruiters to communicate with applicants through the placement officers to whom copies of all letters should also be sent for their records.

Robert J. Canning, General Electric Company, stressed the need for company representatives, college placement officers and students to review their responsibilities under the Code of Ethics as developed by the American Society for Engineering Education. He said that in this present sellers' market, stresses are intensified, but fewer misunderstandings would result if all abide by the rules therein set down.

George D. Lobingier, Westinghouse Electric Corporation, described his company's work program for college professors in which they come into industry for a year and are paid the equivalent of their salaries at their respective educational institutions, or if lower than the prevailing wages, they receive the established rate. In this way, they can go back to their campuses and give the students accurate descriptions of job assignments. However, it was pointed out that corporations should not entice professors away from teaching, for this would result in a lack of capable men to educate future industrial leaders.

The value of preselection by college placement officers was stressed and the wider use of the standardized qualification form was also encouraged.

The following points were emphasized at the meeting of the college placement officers:

### Placement Officers' Session

Recruiting, if begun too early in the college year, causes students assured of job opportunities to lose interest in class work.

Large colleges have difficulties in organizing recruiting schedules when companies send more than one representative to a campus. If different departments of the same company recruit independently, their representatives should not visit the campuses on the same days.

Placement officers should receive copies of all letters sent by companies to students and should be informed of all acceptances received. Recruiters should extend the courtesy of a reply to placement officers regarding such questions, since their records must be kept up to date, if they are to handle their offices efficiently and in the best interests of business and industry.

### Luncheon Meeting

At the luncheon meeting, E. Craig Sweeten, University of Pennsylvania, President of the Middle Atlantic Placement Officers Association, introduced Dr. Alonzo F. Meyers, Chairman of the Department of Higher Education, New York University, who discussed "What must be done with the present day collegiate advisory system to make possible a more intelligent choice of careers and professions."

Colleges, he said, have always had vocational purposes, even in the days when higher education was intended as preparation for the ministry, medicine and the law, but since more youth are going to college and training for occupations other than the professions, the educational institutions must change their goals to conform to this new social, economic and cultural order. Graduates must be educated, however, as well as highly trained; therefore, Liberal Arts and technical courses are both necessary. Colleges must not exist in isolation, but must prepare students for active citizenship in a democratic society and must realize the necessity for vocational orientation and vocational preparation. This can be brought about by closer liaison between colleges and universities and business and industry. The summer months present an excellent opportunity to develop this, for both professors and students can learn first hand about job qualifications and company atmosphere.

In addition, meetings to encourage educators and company men to get to know each other reduce any fears or suspicions one group may have with respect to the other, and colleges will then welcome industry's suggestions, for they will realize that their representatives are not trying to dictate policies to colleges nor are they trying to turn them into trade schools.

### Bridging Gap Between Industry and Campus

Acting as chairman of the afternoon discussion, "Bridging the Gap Between Industry and the Campus," was Dr. Robert L. D. Davidson, Assistant Dean, Temple University Community College.

Serving on the panel were Dr. Granville M. Read, E. I. du Pont de Nemours & Company; Dr. Richard S. Uhrbrock, Procter & Gamble Company, and John W. Teele, Harvard University.

Dr. Read stated that his company has found that some engineers lack technical ability, self-reliance, personality, training in quantitative thinking, the ability to express themselves and to make a good appearance. His company offers a course covering many of these points. An attempt is also made to develop civic responsibility in engineers, for their scientific background enables them to adjust to a rapidly changing age and qualifies them for community service.

Dr. Uhrbrock stated that the four traits necessary for progress are energy, enthusiasm, self-confidence and sustained drive.

As for the possibility of a research program which, through the cooperation of employers and college placement officers, would result in better placement, he suggested that college representatives visit companies to familiarize themselves with the opportunities, working conditions and the personalities of men in industry. Rather than sending out questionnaires or interviewing employers on why men succeed in companies, they should ask why they fail and why they so frequently change jobs during the first five years. A case study is more helpful than a statistical report. Turnover represents a loss, not only to the employer who has invested in training, but also to the men and their families and involves psychological adjustments to changes in working situations.

Mr. Teele offered suggestions for helping students toward personal and economic success by telling of Harvard's program. The first step is the recognition of the problem that graduation is coming and placement must be considered. Students must be encouraged to think about this and collect data about companies through using the placement office reading room, attending career conference meetings and group counseling sessions. Students must analyze their findings in the light of their individual preferences, but must realize that before taking definite action, each step must be taken in order.

Dr. Theodore A. Distler, President, Franklin and Marshall College, was toastmaster at the conference banquet and students from area colleges provided entertainment.

### Selected Topics

Friday morning was given over to a presentation and discussion of selected topics. John C. Niece, Sears Roebuck & Company, served as chairman.

"An Evaluation of Company Literature," presented by Charles A. Hardwick, a recent graduate student

at the University of Pennsylvania, was based on two surveys conducted among students of the Wharton School of Finance. The findings stressed the students' demand for complete, factual and up to date company information. This text is reprinted on pages 15 to 25 of this issue.

Under the topics of "Placement in the Academic Curriculum," Alan A. Lafley, Indiana University, described his university's "Personal Adjustment to Business" course the objective of which is to assist students who will soon graduate in selecting, obtaining and keeping a business position commensurate with their interests and education.

The first part of the course is designed to obtain the necessary data on each graduate, to begin the current year's placement operations and to stimulate the students to begin thinking about their job campaigns.

The second part concentrates on the recommended procedures for planning a job campaign and includes lectures by the placement director, selected films and addresses by business executives considered authorities in the selection and hiring of college graduates.

The third part of the course is concerned with alumni matters, particularly the various alumni organizations and the placement services available to graduates.

The course helps students to understand the steps necessary to obtain the right jobs with the right employers; provides more time for personal counseling on placement matters; results in improved letters of application and interview techniques; enables the placement office to obtain complete records for all graduates; facilitates alumni placement activities and improves the organization of placement operations.

The disadvantages are the stigma of a required course, difficulties of scheduling large numbers for stated courses without conflicting with the academic program and the difficulty of keeping the interest of the students.

"The Case for Follow-up Procedures" was introduced by Fred W. Slantz, Lafayette College, who, addressing himself to Craig Sweeten's definition of follow-up, "a procedure of practice involving an exchange of information wherein the placement office functions as an intermediary between the industrial recruiting office and the college graduate," said that in this suggested exchange of information two questions should be answered: "Is the product industry selected satisfactory?" "Is the job as represented?" Elaborate market analysis and statistical material require much time and in the endeavor to make them comprehensive, are too often spasmodic and out of date before they can be used to advantage. The ready response in person to person communication is more timely. Such information may present a narrow and more prejudiced point of view, but then all vital choices in life are made on incomplete information.

Information can be gotten from three sources, the graduate, the employer and the collective experiences of placement organizations.

Placement officers must also be educators and should make vocational information readily accessible for study by administrators, faculty members and students.

In addition, industrial pamphlets showing the practical application of course content should be given teachers that they in turn may pass this information on to their classes.

Raymond K. Irwin, Bucknell University, presided at the luncheon meeting. Reports of the company recruiters and college placement officers' meetings were given by B. Brooke Bright, Atlantic Refining Company, and Mr. Irwin.

At the business meeting which followed, the officers for 1951-52 were elected:

President—George N. P. Leetch, Pennsylvania State College.

Vice President—Raymond K. Irwin, Bucknell University.

Secretary-Treasurer—Colonel D. M. Ashbridge, University of Delaware.

Board Members-at-Large:

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Charles H. Kauffmann, University of Virginia.

Cornelia Ladwig, West Virginia University.

Richard V. Showers, Franklin and Marshall College.

Fred W. Slantz, Lafayette College.

E. Craig Sweeten, University of Pennsylvania.



## EASTERN COLLEGE PERSONNEL OFFICERS

October 14-17, 1951

Manchester, Vermont

Celebrating its twenty-fifth anniversary, the Eastern College Personnel Officers convened at the Equinox House in Manchester, Vermont, on Sunday, Monday, Tuesday, and Wednesday, October 14, 15, 16 and 17. Lieut. Comdr. Frederic A. Wyatt, USN, who in August was granted leave from his position as Director of Alumni Relations and Placement at Union College, Schenectady, in order to return to active duty with the Navy, received orders from the Navy Department to attend the E.C.P.O. Conference, and thereby was able to carry through to a successful completion his year as President of that group.

### Newcomers' Session

After an Executive Committee meeting and Registration on Sunday, the program got under way Monday morning with a Newcomers' Session, at which Helen M. Voorhees, of Mount Holyoke College; Tom J. Gorhan, of the Home Life Insurance Company, and Gordon G. Sikes, of Princeton University, formed a panel of experts, offering solutions to some of the problems besetting beginners in placement work.

The group was greeted at luncheon by representatives of the host colleges, Dean R. H. Kroepsch, of the University of Vermont; President Samuel S. Stratton, of Middlebury College, and President Livingston Houston, of Rensselaer Polytechnic Institute.

### Industrial Panel

In the afternoon three industrial members of E.C.P.O. and an invited guest speaker discussed "Pre-Screening for the Interview Schedule," "Students' Preparation for the Interview and Follow-up," "Ar-

rangement for the Campus Interview," and "Student Information Desired." David W. Currier, of Sylvania Electric Products, Inc., and Earl R. Weaver, of the Prudential Insurance Company of America, were co-chairmen, as well as speakers on the first and last topics, respectively. Charles H. Lutz, of the Minnesota Mining and Manufacturing Company, and Elizabeth Scullane, of the New England Telephone and Telegraph Company, handled the second and third topics of this Industrial Panel.

William G. Avirett, Vice President of Colgate University, was the featured speaker at the Twenty-fifth Anniversary Dinner that night. In his stimulating talk, he defended the theory that if higher education is to continue as the source of industry's most creative manpower, industry may have to bear some of the expense, which no longer is being met by tuition payments or private endowments. The same theme was borne out by President Houston, of R. P. I., at luncheon. Guests of honor at the dinner also included nine of those present at the first meeting of E.C.P.O. on October 15, 1926: Norman H. Abbott, Pennell N. Aborn, Donald S. Bridgman, Walker W. Daly, Howard L. Davis, Margaret Hamlin, W. E. Nightingale, Lucy O'Meara, and Edith A. Sprague.

### Manpower Panel

Tuesday morning was devoted to a Manpower Panel, under the chairmanship of George D. Lobingier, of Westinghouse Electric Corporation. Speakers and their subjects were E. Craig Sweeten, of the University of Pennsylvania, "Business Graduates"; J. E. Smith, of Armstrong Cork Company,



"Liberal Arts Graduates"; Mrs. Marion Beaven, Women's Bureau, Department of Labor, "Women Graduates," and Mr. Lobingier, "Technical Graduates." An afternoon free for enjoyment of Vermont's scenery, a Social Hour, sponsored by the W. T. Grant Company, at which Arthur H. Barron was the host, an after-dinner speech by Burges Johnson, Professor Emeritus of Union College, and singing by the Bennington College Octet and a group of Rensselaer Polytechnic Institute Glee Club boys completed a full day.

#### Men's and Women's Sessions

Wednesday morning the two closing sessions met concurrently. The Men's Session, under the chairmanship of John W. Teele, of Harvard, and William P. Gormbly, Jr., of the College of Business Administration of Syracuse University, explored the question, "What Do We Mean By Placement," with John F. Butler, of Trinity College in Hartford; John E. Powers, of the University of Connecticut, and John L. Munschauer, of Cornell University, assisting. The Women's Workshop Session, in two parts, with Julia E. Read, of the College of Saint Elizabeth, as chairman, covered "Some Career Opportunities in the Spotlight," while Major Jeannette Pearson, U. S. Marine Corps, Women Officer Procurement, talked on "Services for Women"; Franklin G. Connor, Director Intern Program, United States Civil Service, on "The Junior Management Assistant Examination"; John R. Garnett, Chief, Employment Branch, Division of Departmental Services, "Career Opportunities with

the Department of State," and Elizabeth Taylor, Health Education Secretary, Health Association of Rochester and Monroe County, N. Y., "Opportunities for Women in Health Education." The second part, "Discussion Quickies," brought Betsy James, of Smith College, and Mary J. O'Donnell, of Mt. Saint Vincent College, and Fredericka Belknap, of New Jersey College for Women, to report on group findings in the fields of vocational literature, summer and part-time work and personnel programs.

At the Business Meeting on Tuesday, George D. Lobingier, of Westinghouse Electric Corporation, described the new program on which SCHOOL AND COLLEGE PLACEMENT is embarking. The following officers were elected for the year 1951-1952:

President—Samuel A. Ladd, Jr., Bowdoin College.  
1st Vice President—Donald W. Cameron, Dartmouth College.

2nd Vice President—Mrs. Viola Saltmarsh, Tufts College.

Recording Secretary—Margaret Rogers, Manhattanville College of the Sacred Heart.

Treasurer—Pennell N. Alorn, Virginia Drew Guidance Center.

Members-at-Large—Arthur H. Barron, W. T. Grant Company; Herbert P. Catlin, Rensselaer Polytechnic Institute; Tom J. Gorham, Home Life Insurance Company; Barbara A. Wells, Middlebury College.

MARGARET ROGERS,  
Manhattanville College,  
Secretary, E.C.P.O.



#### EMPLOYMENT STATUS OF WOMEN BY AGE GROUPS

*One-half of all women 18 to 24 years of age are in the labor force, according to the figures for July, 1951, from the U. S. Department of Commerce, Bureau of the Census. Only slightly over a third of the women in the next age group—25 to 34—are workers; but 40 per cent of the women from 35 to 54 are in the labor force.*

*—Facts on Women Workers (Women's Bureau, U. S. Department of Labor)*

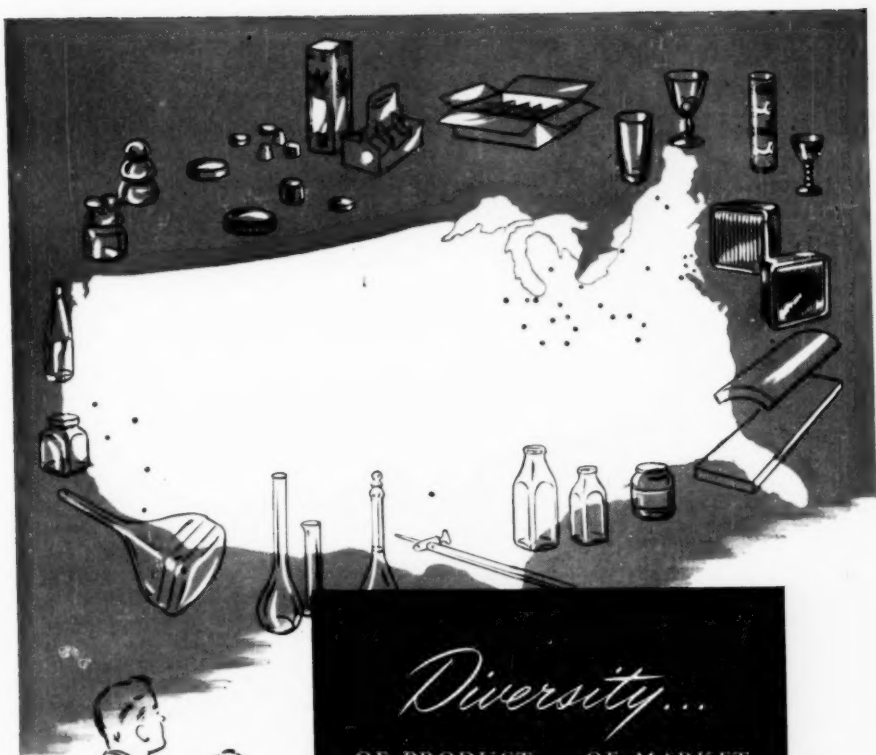
#### TYPES OF SUBSCRIPTIONS

**Sustaining:** Cash contribution ranging up to \$200.00, entitling the company or college to advertising space if desired.\*

**Institutional:** Subscriptions for two representatives of an institution to the journal, SCHOOL AND COLLEGE PLACEMENT, \$7.00 per year.

**Single:** Subscription for one individual to the journal, \$4.00 per year.

\*Sustaining Subscribers not using advertising space include Atlantic Refining Company—General Motors Corporation—Johnson and Johnson—Reading Company—Sun Oil Company—Towers, Perrin, Forster and Crosby.



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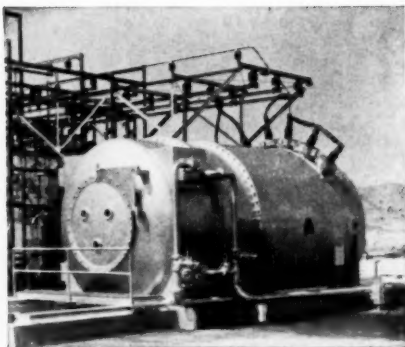
# Wide Choice Helps Make Wise Decision

**H**ERE IS WHAT Allis-Chalmers Graduate Training Course offers your engineering graduates. During a two-year course of study and work, the GTC student touches upon the operations of nearly every basic industry. He may work on major equipment for electric power, mining, cement, agriculture, food and chemical processing, steel and many other industries.

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The trainee has a free choice of the departments in which he will train and what general

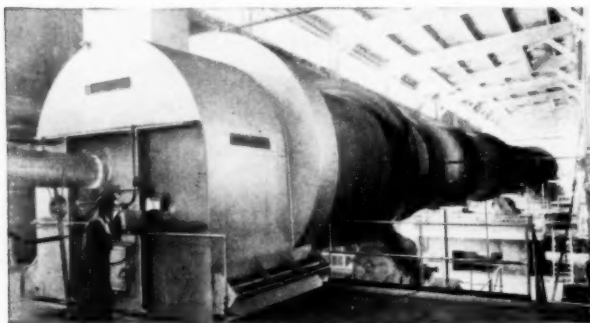


This large synchronous condenser was built by Allis-Chalmers to stabilize the transmission system of a western utility. A-C builds nearly everything for both steam and hydraulic powered power systems.

type of work he will do. At any time he is free to make any changes he may wish in his curriculum. He is aided in making wise choices by personal counseling and guidance. Company executives take a strong interest in the GTC program because many of them are graduates of the program, which began in 1908. Allis-Chalmers GTC program is large enough to afford complete training and at the same time small enough to assure individual attention to each trainee.

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# ALLIS-CHALMERS



## COLLEGE AND UNIVERSITY PLACEMENT OFFICERS AND GRADUATION DATES FOR 1951-52

The Association again presents the annual listing. In many instances, course completion dates are listed along with graduation dates since students may be available for employment after either.

The senior interview dates as received from some colleges are those preferred by the educational institutions, but are not necessarily the only periods for interviews. Most colleges and universities arrange interviews throughout the school year for the convenience of business representatives. Placement directors request that company recruiters make appointments at least ten days to two weeks in advance of their arrival.

### ALABAMA

- Alabama College, Montevallo—A. C. Anderson, Director, Placement Bureau; January 23, 1952; June 2, 1952; July 20, 1952 (appr.); August 25, 1952 (appr.).
- Alabama Polytechnic Institute, Auburn—W. S. Farley, Placement Director; December 15, 1951; March 15, 1952; May 31, 1952; August 25, 1952. Senior interviews—December 1-7; January 14-March 7; March 31-May 23; June 15-August 20. Avoid Saturdays, holidays.
- Howard College, Birmingham—Carl E. Todd, Registrar; August 10, 1951; January 18, 1952; May 23, 1952.
- Huntingdon College, Montgomery—Betty Baldwin, Director, Bureau of Appointments; January 25, 1952; May 26, 1952.
- Tuskegee Institute, Tuskegee—J. Julius Flood, Personnel Director; December 1, 1951; March 1, 1952; June 1, 1952. Senior interviews—March, April.
- University of Alabama, University—William D. McIlvaine, Jr., Director, Engineering Placement; February 2, 1952; June 3, 1952. Senior interviews—December 1-17; January 4-18; February 14-May 16.

### ARIZONA

- Arizona State College, Tempe—(Dr.) Robert F. Menke, Director of Placement, Associate Professor of Education; January 25, 1952; May 26, 1952; August 9, 1952.
- Phoenix College, Phoenix—E. C. Thoroman, Supervising Psychologist; January 17, 1952; May 20, 1952.

### ARKANSAS

- Arkansas Agricultural and Mechanical College, College Heights—James H. Hutchinson, Dean; January, 1952; May, 1952.
- Arkansas Polytechnic College, Russellville—John E. Tucker, Director Student Affairs; January 26, 1952; May 31, 1952; August 16, 1952.
- Arkansas State College, Jonesboro—J. Walter Turner, Dean; May 23, 1952; August 8, 1952.
- University of Arkansas, Fayetteville—Louis D. Trager, Placement Officer; February 2, 1952; June 7, 1952.

### CALIFORNIA

- Armstrong College, 2222 Harold Way, Berkeley 4—(Mrs.) Esther P. Armstrong, Director, Place-

- ment Bureau; December 13, 1951; March 20, 1952; June 12, 1952; September 18, 1952.
- California Institute of Technology, Pasadena 4—Donald Clark, Director of Placements; June 6, 1952. Senior interviews—beginning January 2; avoid March 10-25; May 26-31.
- California State Polytechnic College, San Luis Obispo—John E. Jones, Placement Officer; December 15, 1951; March 22, 1952; June 14, 1952.
- Chico State College, Chico—(Dr.) Hugh M. Bell, Dean of Students; Dan West, Placement Secretary; January 25, 1952; June 6, 1952.
- Claremont Men's College, Claremont—George Gibbs, Director of Placement; February, 1952; September, 1952.
- College of the Pacific, Stockton—Elliott J. Taylor, Director of Placement; January 26, 1952; June 7, 1952; July 18, 1952; August 22, 1952.
- Long Beach City College, Long Beach 6—Emil E. Lubick, Coordinator of Placement; June 13, 1952.
- Occidental College, Los Angeles 41—David L. Cole, Director, Vocational Guidance & Placement Office; January 24, 1952; June 9, 1952.
- Pasadena City College, Pasadena 4—Milton C. Mohs, Supervisor of Placement; January 25, 1952; June 13, 1952.
- Pomona College, Claremont—John H. Grant, Placement Director; February 14, 1952; June 15, 1952.
- St. Mary's College, St. Mary's—Brother U. Cassian, F.S.C., Dean; January 25, 1952; June 14, 1952.
- San Diego State College, San Diego—W. M. Kidwell, Placement Officer; January 24, 1952; June 6, 1952; August, 1952.
- Stanford University, Stanford—Eugene W. Dils, Director, Placement Service; December 10, 1952; March 17, 1952; June 6, 1952; August 27, 1952.
- University of California, Berkeley—Vera Christie, Manager, Bureau of Occupations; January 31, 1952; June 19, 1952. Senior interviews—avoid December 24-January 6; January 21-31; April 28-May 3.
- University of California, Los Angeles 24—Mildred L. Foreman, Manager, Bureau of Occupations; January 31, 1952; June 19, 1952.
- University of Redlands, Redlands—R. E. Reynolds, Professor, Business Administration; January 26, 1952; June 5, 1952.
- University of Southern California, Los Angeles 7—(Mrs.) Florence B. Watt, Director, Bureau of Employment; January 19, 1952; June 14, 1952.

## COLORADO

- Colorado Agricultural and Mechanical College, Fort Collins—Lyle N. Slonecker, Director of Placement; December 14, 1951; March 14, 1952; June 6, 1952. Senior interviews—avoid first and last week of each quarter.
- Colorado College, Colorado Springs—H. E. Mathias, Dean, Lower Division, Director of Admissions; January 28, 1952; June 8, 1952.
- Colorado School of Mines, Golden—William V. Burger, Dean of Students; May 29, 1952; July 10, 1952; September 5, 1952.
- University of Colorado, Boulder—R. Fred Chambers, Director of Placement, January 31, 1952; June 9, 1952.
- University of Denver, Denver—Fred E. Bruntz, Director of Placements; December 8, 1951; March 22, 1952; June 14, 1952; August 22, 1952.
- Western State College, Gunnison—Rial R. Lake, Director, Public Information and Services; December 7, 1951; March 14, 1952; May 29, 1952; August 8, 1952.

## CONNECTICUT

- Connecticut College, New London—L. Alice Ramsay, Personnel Director; June 8, 1952. Senior interviews—January-April; avoid December 20-January 3; January 21-February 7; March 22-30; May 19-June 5.
- Fairfield University, Fairfield—Eugene M. Galligan, Director, Placement Bureau; June 10, 1952.
- Hillier College, Hartford—Philip A. Goold, Director of Placement; June 8, 1952. Senior interviews—prefer December-March.
- St. Joseph College, West Hartford—Anne-Dillon Curry, Placement Director; June 3, 1952.
- Trinity College, Hartford—John F. Butler, Placement Director; January 31, 1952; June 15, 1952. Senior interviews—avoid December 20-January 3; January 17-February 4, 22; April 4-16.
- University of Bridgeport, Bridgeport 4—Thomas N. Farrell, Industrial Coordinator; February, 1952; June, 1952; September, 1952.
- University of Connecticut, Storrs—John E. Powers, Placement Officer; January 26, 1952; June 8, 1952. Senior interviews—January 7-17; February 5-March 28; April 8-May 23.
- Wesleyan University, Middletown—Herbert L. Connelly, Alumni Secretary; (Dr.) M. Gilbert Burford, Chemistry Majors; Donald A. Eldridge, Dean, Education; Herbert L. Connelly, Alumni Secretary; June 8, 1952. Senior interviews—Monday-Friday, January 8-18; February 12-March 19; April 5-May 9.
- Yale University, New Haven—Stuart H. Clement, Supervisor, Senior Placement; June 9, 1952. Senior interviews—avoid Saturdays, December 18-29; February 29; March 26-April 7; after May 14.

## DELAWARE

- King's College, King's College—William Jelley, Executive Vice President; June 9, 1952.
- University of Delaware, Newark—(Col.) D. M. Ashbridge, Director, Placement Bureau; February 1, 1952; June 8, 1952; September 19, 1952.

## DISTRICT OF COLUMBIA

- American University, Washington 16—(Mrs.) Eloise N. Magaw, University Placement Director; January 28, 1952; June 8, 1952.
- George Washington University, Washington 6—Leonard W. Vaughan, Personnel Officer; January 30, 1952; May 24, 1952; September 19, 1952. Senior interviews—avoid December 22-January 3; January 15-29; April 10-13; May 8-22.
- Georgetown University, Washington 7—(Mrs.) Estill M. Guinane, Director of Placement; January 14, 1952; May 19, 1952. Senior interviews—avoid December 19-January 2; April 9-21.

## FLORIDA

- Florida State University, Tallahassee—Glover E. Tully, Director, Vocational Guidance and Placement; February 2, 1952; June 7, 1952; August, 1952. Senior interviews—December 1-18; February-May.
- University of Florida, Gainesville—Nita Fussell, Assistant in Placement; February 2, 1952; June 9, 1952. Senior interviews—December 1-19; January 1-18; April 1-9, 16-May 24.
- University of Miami, Coral Gables—Louis A. Miller, Placement Director; February 4, 1952; June 9, 1952; July 30, 1952; September 11, 1952.

## GEORGIA

- Emory University, Emory University—Charles N. Watson, Director of Student Placement; December 19, 1951; March 22, 1952; June 2, 1952; August 25, 1952.
- Georgia Institute of Technology, Atlanta—Fred W. Ajax, Associate Dean of Students; March 19, 1952; June 9, 1952; September 13, 1952; December 13, 1952.
- Georgia State College for Women, Milledgeville—T. E. Smith, Registrar; June 9, 1952; August 28, 1952. Senior interviews—usually March 20-June 9.
- Mercer University, Macon—Richard C. Burts, Jr., Dean of Men; December 7, 1951; March 16, 1952; June 2, 1952.
- University of Georgia, Athens—Anne Seawell, Director of Placement; December 19, 1951; March 19, 1952; June 5, 1952; August 22, 1952. Senior interviews—December 1-13; January 7-March 13; March 25-May 31; June 16-August 20.
- Atlanta Branch, Atlanta 3—Philip J. Latta, Acting Director, Student Placements; December 14, 1951; March 19, 1952; June 8, 1952; August 29, 1952. Senior interviews—suggest 3 weeks before each session ends.

## IDAHO

- Idaho State College, Pocatello—C. A. Tallberg, Director, Placement Bureau; February 2, 1952; June 2, 1952.
- University of Idaho, Moscow—Harlow H. Campbell, Director, Educational Field Service; February 2, 1952; June 9, 1952; August 8, 1952. Senior interviews—avoid Saturdays, December 21-January 7; January 26-February 7; April 11-14; June 3 on.

## ILLINOIS

- Aurora College, Aurora—Harold A. Coopridge, Director of Placement; December 18, 1951; March 19, 1952; June 11, 1952; August 29, 1952.
- Bradley University, Peoria—Leo G. Bent, Director of Placement; February 1, 1952; June 9, 1952; July 17, 1952; August 21, 1952.
- Carthage College, Carthage—(Dr.) Frank B. Miller, Director, Bureau of Placement; January 25, 1952; May 29, 1952; August 8, 1952.
- DePaul University, 64 E. Lake St., Chicago 1—Dorothy Dockstader, Director, Placement Bureau; December 7, 1951; February 1, 1952; June 7, 1952.
- Illinois College, Jacksonville—J. L. Clements, Registrar; December 19, 1951; March 21, 1952; June 15, 1952.
- Illinois Wesleyan University, Bloomington—Perry T. Olson, Placement Director; January 31, 1952; June 9, 1952.
- James Millikin University, Decatur—Glen R. Smith, Director of Non-Teacher Placement; (Dr.) V. F. Dawald, Director of Teacher Placement; January 24, 1952; June 2, 1952; August 1, 1952.
- Lake Forest College, Lake Forest—Jack E. Ryon, Director, College Placement Bureau; February 2, 1952; June 7, 1952; August 18, 1952.
- Monmouth College, Monmouth—Richard Petrie, Director of Public Relations; January 29, 1952; June 3, 1952. Senior interviews—avoid December 14-January 3, 21-31; March 21-April 1; May 26-31.
- Rosary College, River Forest—Sister Mary Fidelis, Registrar; January 25, 1952; June 2, 1952.
- Southern Illinois University, Carbondale—Royce R. Bryant, Director of Placement; December 1, 1951; March 8, 1952; June 7, 1952; August 1, 1952.
- University of Chicago, Chicago 37—Robert C. Woellner, Director of Vocational Guidance & Placement; December 21, 1951; March 15, 1952; June 14, 1952.
- University of Illinois, Urbana—H. S. Dawson, Director of Placement; February 10, 1952; June 8, 1952.
- Wheaton College, Wheaton—(Mrs.) Rana B. McDonald, Placement Director; February 1, 1952; June 16, 1952; August 22, 1952.

## INDIANA

- Butler University, Indianapolis 7—L. Gray Burdin, Dean of Men; January 25, 1952; June 9, 1952.
- DePauw University, Greencastle—Office of Dean of Students; January 26, 1952; June 8, 1952. Senior interviews—avoid December 20-January 3; January 17-February 4; April 9-16.
- Earlham College, Richmond—Jay W. Beede, Placement Director; June 2, 1952.
- Evansville College, Evansville—Everett Walker, Director of Placement Bureau; December 1, 1951; March 8, 1952; June 2, 1952; August 2, 1952.
- Franklin College, Franklin—Kenneth M. Cleveland, Director of Placement; January 2, 1952; June 6, 1952.
- Hanover College, Hanover—Albert S. Parker, Jr., President; January 24, 1952; June 6, 1952.
- Indiana Central College, Indianapolis 27—W. Earl Stoneburner, Dean; June 8, 1952; August 8, 1952.
- Indiana State Teachers College, Terre Haute—Wayne E. Schomer, Director, Bureau of Teacher Placement; December 14, 1951; March 27, 1952; June 15, 1952; July 25, 1952; August 29, 1952.
- Indiana University, Bloomington—J. D. Snider, Assistant Director, Bureau of Personnel Relations & Placement; Faye Arganbright, Teacher Placement; W. R. Lomax, Government; February 2, 1952; June 10, 1952; August 15, 1952.
- Purdue University, Lafayette—F. Lynn Cason, Head, Placement Service for Men; January 26, 1952; May 28, 1952; August 2, 1952. Senior interviews—December 1-May 24; avoid December 20-January 8; January 25-February 2; April 8-18.
- Tii-State College, Angola—Gerald H. Moore, Placement Director; December 14, 1951; March 21, 1952; June 13, 1952; August 29, 1952.
- University of Notre Dame, Notre Dame—William R. Dooley, Placement Director; January 27, 1952; June 1, 1952; August 15, 1952. Senior interviews—avoid Saturdays; December 7; December 17-January 4; January 17-February 1, 21, 22; April 17-18; May 21 on.
- Valparaiso University, Valparaiso—Oliver E. Graebner, Placement Director; January 28, 1952; June 1, 1952.

## IOWA

- Drake University, Des Moines 11—O. E. Niffenegger, Director, Placement Services; January 25, 1952; May 26, 1952.
- Grinnell College, Grinnell—David B. Pearson, Director, College Placement Bureau; February 1, 1952; June 8, 1952.
- Iowa State College, Ames—L. R. Hillyard, Engineering Personnel Officer; R. M. Vifquain, Personnel Officer, Division of Agriculture; (Mrs.) Locheen G. Thomas, Assistant to the Dean, Personnel Officer, Home Economics Division; M. D.



Helser, Dean, Director of Personnel; (Dr.) Harold V. Gaskill, Dean, Division of Science; (Dr.) H. D. Bergman, Dean, Veterinary Medicine; December 20, 1951; March 21, 1952; June 14, 1952; July 23, 1952; August 29, 1952. Senior interviews—avoid December 15-January 10; March 15-April 2; May 16, 17, 30; June 7-21. Iowa Wesleyan College, Mt. Pleasant—G. B. Ferrell, Director of Placement; January 26, 1952; June 2, 1952.

St. Ambrose College, Davenport—L. W. Bowie, Director of Placement; January 25, 1952; June 1, 1952; August 1, 1952.

State University of Iowa, Iowa City—Helen M. Barnes, Director, Business & Industrial Placement Office; J. Wayne Deegen, Director, Engineering Placement Office; February 2, 1952; June 6, 1952; August 6, 1952.

## KANSAS

Bethany College, Lindsberg—Carl R. Hammarberg, Director of Personnel; June 2, 1952.

Fort Hays Kansas State College, Hays—Ethel V. Artman, Executive Secretary, Placement Service Bureau; January 24, 1952; May 29, 1952; August 8, 1952.

Kansas State College, Manhattan—M. A. Derlund, Dean, Engineering & Architecture; January 25, 1952; May 25, 1952; August 2, 1952.

Kansas State Teachers College, Emporia—(Mrs.) Nina G. Fish, Acting Director, Placement Bureau; January, 1952; May, 1952.

Kansas State Teachers College, Pittsburg—Lester L. Tracy, Jr., Director of Placement; January 25, 1952; May 29, 1952; August 1, 1952.

Ottawa University, Ottawa—(Dr.) Roy W. Browning, Director of Admissions & Placement; June 1, 1952.

St. Benedict's College, Atchison—Cletus Kohake, O.S.B., Dean of Studies; January 26, 1952; May 28, 1952. Senior interviews—avoid December 14-January 2; April 8-15.

St. Mary College, Xavier—Sister Mary Paul, Vice President; May 30, 1952.

University of Kansas, Lawrence—Jack D. Heyinger, Director, Business Placement Bureau; February 1, 1952; June 2, 1952.

Washburn Municipal University, Topeka—Glenn R. Collier, Assistant to President; January 26, 1952; June 1, 1952.

## KENTUCKY

Berea College, Berea—Charles C. Carrington, Director of Placement; June 2, 1952. Senior interviews—February 1-June 1.

Centre College of Kentucky, Danville—Jameson M. Jones, Dean; January 23, 1952; June 1, 1952.

Georgetown College, Georgetown—J. Foley Snyder, Registrar; January 24, 1952; June 3, 1952; August 16, 1952.

Transylvania College, Lexington—A. B. Crawford, Director of Placement Bureau; December 15, 1951; March, 1952; June 6, 1952.

University of Kentucky, Lexington—M. M. White, Dean, Arts & Sciences; L. J. Horlacher, Associate Dean, Agriculture & Home Economics; (Prof.) E. E. Elsey, Engineering; W. L. Matthews, Acting Dean, Law; (Dr.) M. E. Ligon, Education; (Dr.) L. H. Carter, Commerce; January 25, 1952; May 31, 1952; August 9, 1952.

University of Louisville, Louisville—Harry T. Smith, Cooperative & Placement Department, Speed Scientific School; William Braasch, Placement Director, College of Arts & Sciences, Engineering, December 15, 1951; March 22, 1952; June 3, 1952; September 20, 1952; arts & sciences, February, 1952; June, 1952.

## LOUISIANA

Louisiana Polytechnic Institute, Ruston—Helen Woodard, Director, Placement & Service; January 23, 1952; May 26, 1952; August 8, 1952.

Louisiana State University, Baton Rouge—M. C. Williams, Assistant to Dean, College of Engineering; Arthur R. Choppin, Dean, College of Chemistry & Physics; J. B. Trant, Dean, College of Commerce; January 29, 1952; June 2, 1952; August 9, 1952.

Tulane University, New Orleans 18—J. E. Branch, Jr., Placement Officer; January 29, 1952; June 2, 1952; August, 1952; September, 1952.

Xavier University, New Orleans 18—Sister M. Helene, Dean; May 28, 1952.

## MAINE

Bates College, Lewiston—(Prof.) Paul B. Bartlett, Director of Placement; February 7, 1952; June 15, 1952. Senior interviews—March 1-27; April 9-May 30.

Bowdoin College, Brunswick—Samuel A. Ladd, Jr., Placement Director; February 9, 1952; June 7, 1952. Senior interviews—February Graduates, December 1-February 1, avoid December 15-January 3; June graduates, February 1-May 20, avoid April 10-16.

University of Maine, Orono—Philip J. Brockway, Director, Student Aid & Placement; February 3, 1952; June 15, 1952.

## MARYLAND

Goucher College, Baltimore 4—Mary T. McCurley, Director of Vocational Guidance; December 13, 1951; March 13, 1952; June 9, 1952.

Hood College, Frederick—Mary Grace Helfenstein, Director of Placement; June 8, 1952.

Johns Hopkins University, Baltimore 18—William F. Nugent, Director, Bureau of Appointments; June 10, 1952. Senior interviews—February graduates, December, January; June graduates, February-May.



Loyola College, Baltimore 10—Henry L. Zerhusen, Placement Officer; June 8, 1952. Senior interviews—after February 1.

University of Baltimore, Baltimore 1—John R. Spellissy, Placement Advisor; January 15, 1952; June 1, 1952; August 30, 1952. Senior interviews—precede completion dates by a month.

University of Maryland, College Park—Lewis M. Knebel, Assistant Dean of Men in charge of Placement; February 1, 1952; June 7, 1952. Senior interviews—February graduates, December 1-January 21; June graduates, February 23-May 1; avoid December 20-January 4, January 22-February 12, 22; April 9-16.

#### MASSACHUSETTS

Amherst College, Amherst—J. Alfred Guest, Alumni Secretary; June 8, 1952.

Bentley School of Accounting & Finance, 921 Boylston St., Boston 15—J. Earle Bradley, Vice President; June 13, 1952. Senior interviews—March-June.

Boston College, Chestnut Hill 67—George P. Donaldson, Director, Vocational Guidance & Placement; June 11, 1952.

Boston University, Boston 15—(Prof.) Norman H. Abbott, Director, Placement Service; Clarence E. Forbes, Senior Placement for Men; January 19, 1952; June 2, 1952; August 16, 1952. Senior interviews—December 1-13; January 3-8; January 28-March 14; March 24-May 9, avoid April 11.

Clark University, Worcester 3—David Lane, Director of Placement; June 8, 1952.

Emmanuel College, Boston 15—Rose M. Mullin, Director of Placement; June 3, 1952.

Harvard University, Cambridge 38—Alexander Clark, Assistant Director, Office of Student Placement; February 1, 1952; June 19, 1952. Senior interviews—avoid December 23-January 6; January 18-February 1, 22; March 30-April 6; May 26-June 10.

Holy Cross College, Worcester 3—Frank Gallagher, Director of Placement; June 11, 1952. Senior interviews—February 1-May 24.

Massachusetts Institute of Technology, Cambridge 39—(Prof.) Carlton E. Tucker, Student Placement Officer; January 30, 1952; June 6, 1952. Senior interviews—February graduates, December 1-January 18; June graduates, December 3-May 22.

Northeastern University, Boston 15—W. E. Nightingale, Director of Cooperative Work; June 22, 1952. Senior interviews—Div. A, January 30-March 28; Div. B, April 9-June 6.

Simmons College, Boston—Anna M. Hanson, Director of Placement; June 9, 1952. Senior interviews—avoid January 24-February 4, 22; March 21-31; April 19.

Smith College, Northampton—Alice Norma Davis, Director of Vocational Office; Elizabeth James, Associate Director of Vocational Office; June 9, 1952. Senior interviews—avoid December 18-January 4; January 23-February 2; March 21-April 3; May 14, 23-June 3.

Springfield College, Springfield 9—Howard H. MacMullen, Director of Placement; December 15, 1952; June 8, 1952.

Suffolk University, 20 Derne St., Boston 14—Walter M. Burse, President; June 11, 1952.

Tufts College, Medford 55—(Mrs.) Viola Saltmarsh, Director of Placement; January 20, 1952; June 8, 1952. No technical graduates at mid-year.

University of Massachusetts, Amherst—Emory E. Grayson, Director of Placement Service; February 1, 1952; June 1, 1952.

Wheaton College, Norton—Elizabeth S. May, Academic Dean; Esther Holmes, Secretary in Placement Office; June 10, 1952.

Williams College, Williamstown—William O. Wyckoff, Director of Placement; June 15, 1952. Senior interviews—avoid December 19-January 3; January 19-February 12; March 29-April 7; May 21.

Worcester Junior College, Worcester 8—John Elberfeld, Dean; June 9, 1952.

Worcester Polytechnic Institute, Worcester 2—Paul R. Swan, Director of Public Relations; June, 1952.

#### MICHIGAN

Kalamazoo College, Kalamazoo—Raymond L. Hightower, Dean; February 2, 1952; June 9, 1952.

Marygrove College, Detroit 21—Leona Richard, Placement Director; June 4, 1952.

Michigan College of Mining and Technology, Houghton—Leo F. Duggan, Registrar, Director of Senior Placement; December 20, 1951; March 22, 1952; June 14, 1952; August 30, 1952. Senior interviews—Monday-Friday, January 15-March 15.

Michigan State College, East Lansing—John Schlueter, Director of Placement Bureau; December 11, 1951; March 21, 1952; June 7, 1952. Senior interviews—December 1-4; January 14-March 14; April 7-May 29.

University of Detroit, Detroit—Donald C. Hunt, Director, Coordination & Placement; Anthony L. Suzio, Assistant Director; November 17, 1951; January 26, 1952; June 9, 1952.

University of Michigan, Ann Arbor—T. L. Purdom, Director, Bureau of Appointments; February 9, 1952; June 14, 1952; August 15, 1952. Senior interviews—December 1-19; January 9-18; February 14-April 2; April 16-May 30.

Wayne University, Detroit 1—Merland A. Kopka, Counselor, Graduate Placement; January 31,

1952; June 12, 1952. Senior interviews—December 3-14; January 2-18; February 7-April 10; April 21-May 29.

### MINNESOTA

Carleton College, Northfield—Leith Shackel, Director of Placement; June 11, 1952. Senior interviews—avoid December 20-January 9; March 22-April 3.

College of St. Teresa, Winona—Sister M. Romana, Director, Vocational Guidance & Placement; June 2, 1952.

College of St. Thomas, St. Paul—Ray G. Mock, Director of Placement; February 1, 1952; June 6, 1952; August 15, 1952. Senior interviews—avoid Saturdays, December 8, 14-January 3, 28-30; February 1-6, 22; March 7-31; April 7-16; May 22, 30.

Gustavus Adolphus College, St. Peter—Florence L. Anderson, Acting Director of Student Personnel & Placement; January 26, 1952; June 1, 1952.

Macalester College, St. Paul 5—Gladys H. Rentiman, Student Personnel Services in charge of Placement Activities; January 25, 1952; June 2, 1952.

St. John's University, Collegeville—John E. Happe; January 26, 1952; June 1, 1952.

St. Olaf College, Northfield—(Dr.) Tillman M. Sogge, Director of Placement Bureau; Mark Slen, Assistant Director; June 2, 1952.

University of Minnesota, Minneapolis 14—Elmer W. Johnson, Placement Director, Institute of Technology; December 20, 1951; March 20, 1952; June 14, 1952.

Duluth Branch, Duluth 5—Edwin B. Wenzel, Assistant Professor, Student Personnel Office; December 20, 1951; March 20, 1952; June 14, 1952; August 28, 1952.

### MISSISSIPPI

Jackson College, Jackson—Florence O. Alexander, Director of Placement; May 26, 1952.

Mississippi College, Clinton—Guy C. Mitchell, Director, Bureau of Appointments; November 10, 1951; January 2, 1952; March 28, 1952; May 30, 1952; July 12, 1952; August 16, 1952.

Mississippi Southern College, Hattiesburg—Dorothy Lenoir, Director of Placement; November 28, 1951; March 5, 1952; May 27, 1952; August 13, 1952. Senior interviews—Tuesday-Thursday preferred.

University of Mississippi, University—George M. Street, Director, Bureau of Student Placement; January 29, 1952; June 2, 1952.

### MISSOURI

Central College, Fayette—Marie C. Vilhauer, Placement Officer; January 26, 1952; June 2, 1952. Senior interviews—avoid December 20-January 5; March 28-April 7.

Central Missouri State College, Warrensburg—Leta Dawes, Secretary, Placement Committee; May 21, 1952; August 1, 1952.

Culver-Stockton College, Canton—Aubrey N. Allen, Director, Vocational Placement Service; February 2, 1952; June 7, 1952.

Lindenwood College, St. Charles—Mary Lichliter, Director of Guidance & Placement, May 31, 1952.

Northeast Missouri State Teachers College, Kirksville—Eli F. Mittler, Director, Bureau of Placements; November 21, 1951; February 28, 1952; May 22, 1952; August 7, 1952.

Park College, Parkville—Ethel D. Lock, Head, Department of Education; June 2, 1952.

Stephens College, Columbia—(Dr.) Dorothy Pollock, Director, Occupational Counseling Service; June 3, 1952. Senior interviews—March 14-May 26.

University of Missouri, Columbia—J. A. Eubank, Assistant Dean, College of Education, Director of Teacher Placement; February 1, 1952; June 5, 1952; August 1, 1952.

Washington University, St. Louis—Betty Inman, Coordinator, Central Placement Office; (Mrs.) Kathryn Clymonts, Coordinator, Engineering Placement; February 2, 1952; June 11, 1952; August 22, 1952.

### MONTANA

Montana State College, Bozeman—John Lee, Director of Placement; December 20, 1951; March 22, 1952; June 13, 1952; August 22, 1952. Senior interviews—avoid December 17-January 9; March 19-April 2; May 30; June 8-23; July 4; August 1, 22.

Montana State University, Missoula—Paul J. Chumrau, Director, Placement Bureau; December 21, 1951; March 21, 1952; June 13, 1952; August 17, 1952. Senior interviews—December 1-21; February 18-March 21; May 1-June 6.

### NEBRASKA

Creighton University, Omaha—Robert T. Reilly, Director of Public Relations; January 30, 1952; June 5, 1952.

Hastings College, Hastings—F. E. Weyer, Dean; January 24, 1952; June 2, 1952.

University of Nebraska, Lincoln—T. J. Thompson, Dean, Chairman Placement Committee; January 26, 1952; June 2, 1952; July 1, 1952.

University of Omaha, Omaha—John E. Woods, Director of Student Placement; January 25, 1952; June 2, 1952; August 1, 1952.

### NEW HAMPSHIRE

Colby Junior College, New London—Helen Spaulding, Vocational Counselor; June 9, 1952.

Dartmouth College, Hanover—Donald W. Cameron, Associate in Placement; June 8, 1952. Senior

interviews—February 11-March 29; April 9-May 17.

St. Anselm's College, Manchester—(Rev.) Bernard G. Holmes, Dean; February 12, 1952; June 11, 1952.

University of New Hampshire, Durham—Donald H. Richards, Director of Placement; June 8, 1952. Senior interviews—December 1-June 1; avoid Saturdays.

#### NEW JERSEY

College of St. Elizabeth, Convent Station—Julia E. Read, Personnel Director; June 4, 1952.

Drew University, Madison—James A. McClintock, Professor of Psychology, Personnel Officer; June 2, 1952.

Fairleigh Dickinson College, Rutherford—Warren L. Duncan, Industrial Coordinator; (Mrs.) Betty Schweizer, Placement Secretary; January 18, 1952; June 6, 1952.

Newark College of Engineering, Newark—Clarence H. Stephens, Director of Industrial Relations; June 4, 1952. Senior interviews—February 15-June 1.

Princeton University, Princeton—Gordon G. Sikes, Director, Placement Bureau; June 17, 1952. Senior interviews—after February 11; avoid April 5-13.

Rider College, Trenton—G. Kenneth Conover, Placement Director; November 30, 1951; March 7, 1952; May 30, 1952; August 22, 1952.

#### Rutgers University

Camden—Albert J. Carino, Director of Placement; June 7, 1952.

New Brunswick—John P. Kirkwood, Director, Office of Personnel & Placement; June 7, 1952.

Newark—B. T. Summer, Director of Placement; January 26, 1952; April 12, 1952; June 7, 1952; August 2, 1952.

Senior interviews—avoid December 21-January 3, 14-26; March 22-31; May 16, 19-31; June 7.

Stevens Institute of Technology, Hoboken—Harold R. Fee, Director of Placement; June 7, 1952. Senior interviews—March 3-April 30; avoid April 10-16.

#### NEW MEXICO

Eastern New Mexico University, Portales—G. Walter Scott, Director of Public Relations; May 29, 1952; August 1, 1952.

New Mexico College of Agriculture and Mechanic Arts, State College—(Mrs.) Goldie Slingerland, Placement Secretary; January 26, 1952; June 2, 1952; August 4, 1952.

University of New Mexico, Albuquerque—(Mrs.) Betty B. Kuhns, Director, General Placement Bureau; January 26, 1952; June 2, 1952; August 2, 1952.

#### NEW YORK

Adelphi College, Garden City—Elizabeth O'Neill,

Director, Placement Bureau; January 30, 1952; June 11, 1952.

Alfred University, Alfred—Cecile A. Beeman, Dean of Women; February 1, 1952; June 6, 1952.

Canisius College, Buffalo—J. E. Duggan, Director, Personnel Services; June 8, 1952.

City College of New York, New York 31—Robert J. Shotton, Placement Director; January 23, 1952; June 19, 1952; August 8, 1952.

Clarkson College of Technology, Potsdam—William T. Maczek, Director of Placement; June 1, 1952. Senior interviews—avoid December 15-January 2; January 21-February 5; April 9-16; May 24; June 1.

Colgate University, Hamilton—(Dr.) G. H. Estabrooks, Director of Placement; January 31, 1952; June 9, 1952. Senior interviews—January graduates, December; June graduates, April, May.

College of Mt. St. Vincent, New York 71—Mary J. O'Donnell, Placement Director; June 3, 1952. Senior interviews—March, April.

College of New Rochelle, New Rochelle—(Dr.) M. Irene Wightwick, Personnel Director; June 2, 1952.

Colleges of the Seneca (Hobart, William Smith), Geneva—Charles A. Meyn, Director of Placement; January 4, 1952; June 15, 1952.

Columbia University, New York 27—Samuel H. Beach, Director of Placement; February 1, 1952; June 5, 1952.

Cornell University, Ithaca—John L. Munschauer, Director, Placement Service; Virginia M. Potter, Associate Director; (Prof.) Howard S. Tyler, Agriculture; Robert F. Chamberlain, Personnel Officer, College of Engineering; January 31, 1952; June 9, 1952.

Elmira College, Elmira—(Mrs.) Howard H. Clute, Director of Placement; June 9, 1952.

Fordham University, New York 58—Robert D. McCabe, Director of Placement; June 11, 1952.

Hamilton College, Clinton—Winton Tolles, Dean; June 8, 1952. Senior interviews—avoid December 20-January 3; January 24-February 2; March 22-31.

Hartwick College, Oneonta—(Dr.) Herman Keiter, Director, Student Personnel Placement Service; January 29, 1952; June 2, 1952.

Hofstra College, Hempstead—Lawrence C. Barden, Director of Placement; January 22, 1952; May 29, 1952.

Houghton College, Houghton—Rachel Davison, Registrar; January 26, 1952; June 2, 1952.

Hunter College, 695 Park Ave., New York 21—(Dr.) Marion J. Crosby, Placement Director; January 31, 1952; June 23, 1952.

Iona College, New Rochelle—Rev. Brother James C. Bates, Placement Office; June 6, 1952.

Le Moyne College, Syracuse 3—William F. Topp, Director of Placement; June 11, 1952.

- Manhattan College, New York 63—Brother Adrian Lewis, Placement Director; January 24, 1952; June 10, 1952.
- New York State School of Industrial and Labor Relations, Cornell University, Ithaca—C. A. Hanson, Director of Student Personnel; January 33, 1952; June 9, 1952.
- Pace College, 225 Broadway, New York 7—Lowell Younglove, Director of Placement; January, 1952; May, 1952; September, 1952.
- Polytechnic Institute of Brooklyn, 99 Livingston St., Brooklyn 2—John W. Andrews, Director, Placement Services; June 11, 1952. Senior interviews—December 1-May 3.
- Pratt Institute, Brooklyn—VanDyke Billings, Art School; Freda Easto, School of Home Economics; Edward deLuca, School of Engineering; May 30, 1952.
- Queens College, Flushing—George Davenel, Placement Director; January 29, 1952.
- Rensselaer Polytechnic Institute, Troy—Herbert P. Catlin, Head, Department of Student Aid; January 26, 1952; June 6, 1952. Senior interviews—December 1-18; February 18-May 9; avoid April 9-17.
- Russell Sage College, Troy—Priscilla H. Campbell, Recorder, Director of Placement; June 1, 1952.
- St. Bonaventure University, St. Bonaventure—(Prof.) James L. Hayes, Director of Guidance; February 1, 1952; June 8, 1952; August 7, 1952.
- St. Francis College, Brooklyn 2—Rev. Brother Pacificus, O.S.F., Director, Placement Service; January 18, 1952; May 29, 1952.
- St. John's University, Brooklyn—Walter R. Campbell, Placement Director; January 21, 1952; June 11, 1952.
- St. Lawrence University, Canton—T. J. Siemann, Alumni Secretary; January 26, 1952; June 8, 1952. Senior interviews—December 1-17; February 1-May 16; avoid February 29; March 1, 2; April 5-15.
- Sarah Lawrence College, Bronxville—Jane Lee Jackson, Alumnae Director; May 29, 1952.
- Siena College, Loudonville—Catherine M. Grace, Executive Assistant; January 20, 1952; June 2, 1952.
- Skidmore College, Saratoga Springs—Director, Vocational Bureau; June 1, 1952. Senior interviews—prefer Tuesday-Thursday; February 18-March 14; April 7-May 1.
- Syracuse University, Syracuse 10—W. P. Gormbley, Director of Placement; January 25, 1952; June 2, 1952; August 10, 1952. Senior interviews—October 15-January 12; March 10-May 15; avoid December 20-January 3; April 9-17.
- Union College, Schenectady 8—Henry J. Swanker, Director of Alumni Relations & Placement; June 8, 1952. Senior interviews—February 4-March 28; April 7-June 1.
- University of Buffalo, Buffalo 14—Robert F. Rupp,

- Placement Director; February, 1952; June, 1952.
- University of Rochester, Rochester 3—(Dr.) Isabel K. Wallace, Vocational Counsellor & Placement Officer for Women; Ward L. Taylor, Vocational Counsellor & Placement Officer for Men; June 9, 1952. Senior interviews—prefer February 6-May 1.
- Wagner College, Grymes Hill—Staten Island 1—Stephen J. Botsford, Director of Placement; January 28, 1952; June 7, 1952.
- Wells College, Aurora—Katherine U. Williams, Assistant Dean; May 26, 1952.

## NORTH CAROLINA

- Catawba College, Salisbury—Millard F. Wilson, Associate Professor of Commerce, Director of Placement Office; February 2, 1952; June 2, 1952.
- Duke University, Durham—Fannie Y. Mitchell, Director, Appointments Office; January 29, 1952; June 2, 1952.
- Elon College, Elon College—D. J. Bowden, Dean; May 26, 1952; August 23, 1952.
- North Carolina State College, Raleigh—(Mrs.) Mary L. Richardson, Coordinator, Student Affairs, School of Engineering; June 8, 1952. Senior interviews—January 16-February 29.
- Queens College, Charlotte—Mildred L. Miscally, Director of Public Relations; June 2, 1952.
- Salem College, Winston-Salem—Ivy M. Hixson, Academic Dean; June 2, 1952. Senior interviews—avoid April 9-17; May 21-31.
- University of North Carolina, Chapel Hill—Joe M. Galloway, Director, Placement Service; December 7, 1951; March 10, 1952; May 23, 1952; August 23, 1952. Senior interviews—avoid December 10; December 19-January 4; March 10-18.
- Wake Forest College, Wake Forest—J. L. Memory, Jr., Director, Placement Office; January 25, 1952; June 1, 1952; August 9, 1952.

## NORTH DAKOTA

- University of North Dakota, Grand Forks—J. Lloyd Stone, Director of Placement & Alumni; February 2, 1952; June 10, 1952.

## OHIO

- Baldwin-Wallace College, Berea—Bertha L. Stiefel, Director, Placement Service; December 15, 1951; March 14, 1952; June 6, 1952; July 29, 1952.
- Bowling Green State University, Bowling Green—Ralph H. Geer, Director, Bureau of Appointments; January 25, 1952; May 30, 1952; August 8, 1952.
- Case Institute of Technology, Cleveland 6—Arthur E. Bach, Director of Placement; June 7, 1952.
- College of Wooster, Wooster—Paul V. Barrett, Career Counselor; June 8, 1952. Senior interviews—suggest March.
- Denison University, Granville—Robert E. Dixon,

- Vocational Services Director; January 30, 1952; June 9, 1952. Senior interviews—February 4–March 28; April 7–May 14.
- Fenn College, Cleveland—M. B. Robinson, Dean of Cooperative Education; November 21, 1951; February 22, 1952; May 23, 1952; August 1, 1952. Senior interviews—avoid Saturdays, holidays, two weeks before each graduation date.
- John Carroll University, Cleveland 18—(Dr.) Walter Nosal, Administrator, Vocational Services; February 4, 1952; June 9, 1952.
- Kent State University, Kent—L. H. Menzies, Director of Appointments; December 19, 1951; March 15, 1952; June 7, 1952; August 29, 1952.
- Kenyon College, Gambier—Robert B. Brown, Secretary; January 31, 1952; June 9, 1952. Senior interviews—February 15–April 15.
- Lake Erie College, Painesville—Mary E. Pottorf, Director of Student Activities; June 9, 1952. Senior interviews—April 3–15; other dates by arrangement.
- Miami University, Oxford—P. G. Martin, Director, Bureau of Business Placement; February 3, 1952; June 9, 1952; August 29, 1952.
- Muskingum College, New Concord—J. G. Lowery, Director of Placement Service; February 1, 1952; June 9, 1952; August 29, 1952.
- Oberlin College, Oberlin—Dorothy M. Smith, Acting Director; Bureau of Appointments; January 29, 1952; June 9, 1952.
- Ohio Northern University, Ada—Fred R. Clark, Acting Dean of Men; June 1, 1952.
- Ohio State University, Columbus—John E. Steele, Commerce Placement Director; D. G. Edgar, Placement Director, College of Arts & Sciences; Lilyan B. Bradshaw, Placement Director, College of Engineering; December 20, 1951; March 14, 1952; June 6, 1952; August 29, 1952. Senior interviews—Commerce, December 1–7; January 15–February 20, 25–29; April 7–May 28; July 1–August 12; Arts & Sciences, avoid 2 weeks preceding graduation dates; December 20–January 3; March 14–25; June 6–17.
- Ohio University, Athens—Albert C. Gubitz, Director, Bureau of Appointments; February 2, 1952; June 8, 1952.
- Ohio Wesleyan University, Delaware—(Mrs.) Roland Boecklin, Placement Director; January 30, 1952; June 9, 1952.
- Otterbein College, Westerville—F. J. Vance, Registrar; January 25, 1952; June 2, 1952.
- University of Akron, Akron 4—G. A. Hagerman, Assistant Dean of Students; February 1, 1952; June 10, 1952.
- University of Cincinnati, Cincinnati 21—Rex L. McHatton, Supervisor of Placement; January 31, 1952; June 6, 1952.
- University of Dayton, Dayton—(Dr.) Daniel Leary, Teacher Placement; Mary Carey, Placement of Engineers; Lloyd Rensel, General Placement; June 7, 1952. Senior interviews—April, May; write for appointments to (Dr.) Charles L. Collins, S.M., Dean of Students.
- Western Reserve University, Cleveland—(Mrs.) John A. LeBedoff, Director of Personnel & Placement; February, 1952; June, 1952; September, 1952.
- Wilmington College, Wilmington—Muriel C. Specht, Dean of Students; January 25, 1952; June 2, 1952.
- Wittenberg College, Springfield—Gerald L. Saddle-mire, Director of Counseling; January 29, 1952; June 7, 1952.
- Xavier University, Cincinnati—Frank L. Luken, Director, Placement Office; January 24, 1952; June 4, 1952; August 29, 1952.
- Youngstown College, Youngstown 2—Robert D. Cooper, Director of Placement; February 2, 1952; June 6, 1952.

## OKLAHOMA

- Northeastern State College, Tahlequah—Luther Brown, Director, Teacher Training & Placement Service; May 24, 1952.
- Oklahoma Agricultural and Mechanical College, Stillwater—A. O. Martin, Director, Placement Bureau; C. R. Wood, Director, Engineering Student Personnel; January 25, 1952; May 26, 1952; July 29, 1952.
- Oklahoma Institute of Technology, Stillwater—Clemmer R. Wood, Director, Engineering Student Personnel; January 25, 1952; May 28, 1952; July 25, 1952.
- University of Oklahoma, Norman—Frank Ives, Director, Personnel & Placement; January 26, 1952; June 1, 1952; August 1, 1952.

## OREGON

- Lewis and Clark College, Portland 7—Julia G. Johnson, Director of Guidance & Placement; January 25, 1952; June 1, 1952; August 31, 1952.
- Oregon State College, Corvallis—M. R. Haith, Placement & Personnel Officer, School of Engineering; June 9, 1952.
- Pacific University, Forest Grove—D. D. Darland, Dean of Students; January 25, 1952; May 23, 1952.
- Reed College, Portland 2—Ann W. Shepard, Dean of Students; June 8, 1952.
- University of Oregon, Eugene—Karl W. Onthank, Graduate Placement Director, Associate Director of Student Affairs; December 19, 1951; March 22, 1952; June 15, 1952; August 15, 1952. Senior interviews—suggest late February–early May.
- Willamette University, Salem—H. B. Jory, Registrar; February 2, 1952; June 2, 1952; August 10, 1952.

## PENNSYLVANIA

Albright College, Reading—Anna R. Benninger, Executive Secretary of Placement; February 8, 1952; June 8, 1952.

Allegheny College, Meadville—Robert T. Sherman, Registrar, Placement Director; January 30, 1952; June 4, 1952; August 23, 1952. Senior interviews—avoid December 15-January 3; April 5-15.

Bryn Mawr College, Bryn Mawr—(Mrs.) Louise F. H. Crenshaw, Director, Bureau of Recommendations; June 3, 1952.

Bucknell University, Lewisburg—Raymond K. Irwin; June, 1952; August, 1952.

Carnegie Institute of Technology, Pittsburgh 13—Charles E. Wangeman, Head, Bureau of Placements; June 7, 1952. Senior interviews—February 7-May 23, avoid April 11-16; May 9.

Cedar Crest College, Allentown—Mary E. Kriebel, Director, Placement Service; May 29, 1952.

Dickinson College, Carlisle—Amos B. Horlacher, Director of Placement; January 28, 1952; June 8, 1952.

Drexel Institute of Technology, Philadelphia 4—Robert R. MacMurray, Placement Officer; June 14, 1952. Senior interviews—January 28-March 1; April 9-May 31.

Franklin and Marshall College, Lancaster—Richard V. Showers, Director of Placement; February 1, 1952; June 2, 1952.

Geneva College, Beaver Falls—John S. McIsaac, Director, Extension and Summer Session; January 25, 1952; June 4, 1952; August 8, 1952.

Gettysburg College, Gettysburg—William O. Duck, Student Counselor; January 31, 1952; June 1, 1952. Senior interviews—avoid January 21-31; May 19-29.

Grove City College, Grove City—Jack Kennedy, Placement Officer; February 1, 1952; June 7, 1952.

Haverford College, Haverford—Bennett S. Cooper, Alumni Secretary; February 2, 1952; June 6, 1952.

Immaculata College, Immaculata—Sister Anastasia Maria, Registrar; June 4, 1952.

Juniata College, Huntingdon—J. Melvin Rhodes, Dean of Students; June 2, 1952.

King's College, Wilkes-Barre—Robert J. Ell, Placement Director; June 8, 1952.

Lafayette College, Easton—Fred W. Slantz, Director; James L. Pardee, Placement Bureau; J. E. Dahlman, Associate; June 6, 1952. Senior interviews—begin January 7; avoid January 16-February 4; April 10-17.

LaSalle College, Philadelphia 41—Margaretta A. Bender, Secretary, Public Relations; June 11, 1952.

Lebanon Valley College, Annville—Gilbert D. McKlveen, Head, Education Department, Teacher Placement; June 2, 1952.

Lehigh University, Bethlehem—Everett A. Teal, Director of Placement; February, 1952; June, 1952. Senior interviews—avoid Saturdays; December 3-19; January 3-18; February 7-April 4; April 17-May 28.

Lincoln University, Lincoln University—J. B. MacRae, Dean of Students; June 3, 1952.

Lycoming College, Williamsport—Russell Brownlee, Placement Director; January 28, 1952; June 1, 1952.

Marywood College, Scranton 9—Rosemary Carroll, Placement Director; May 25, 1952. Senior interviews—after March 20.

Mt. Mercy College, Pittsburgh 13—Sister M. Regis, Dean; June 3, 1952.

Muhlenberg College, Allentown—H. A. Benfer, Director of Admissions; John H. Wagner, Alumni Secretary; June 2, 1952.

Pennsylvania Military College, Chester—Clarence R. Moll, Dean of Student Personnel; June 10, 1952.

Pennsylvania State College, State College—George N. P. Leetch, Director, College Placement Service; January 29, 1952; June 9, 1952. Senior interviews—February 18-May 16; avoid April 9-16.

Philadelphia Textile Institute, Philadelphia 44—Donald B. Partridge, Director of Placement; June 9, 1952. Senior interviews—March-June.

St. Joseph's College, Philadelphia 31—Thomas F. Shannon, Director of Placement; June 1, 1952.

State Teachers College, California January 18, 1952; May 29, 1952; August 25, 1952.

State Teachers College, East Stroudsburg—Thomas J. Breitwieser, Director of Placement; January 17, 1952; May 28, 1952; August 22, 1952.

State Teachers College, Lock Haven—Director, Teacher Education & Placement; January 17, 1952; May 26, 1952.

Swarthmore College, Swarthmore—Gilmore Stott, Assistant Dean; June 5, 1952.

Temple University, Philadelphia 22—John Barr, Placement Officer; February 15, 1952; June 12, 1952. Senior interviews—February graduates, December, January; June graduates, March-May.

Thiel College, Greenville—H. G. Gebert, Dean; January 25, 1952; June 2, 1952; July 11, 1952; August 22, 1952.

University of Pennsylvania, Philadelphia 4—E. Craig Sweeten, Director of Placement; January 28, 1952; June 2, 1952. Senior interviews—January graduates, December, January; June graduates, mid-February on; avoid December 19-January 3; January 28-February 9; April 5-15.

University of Scranton, Scranton 3—John R. Gavigan, Director, Placement Service; February 1, 1952; June 3, 1952.

Ursinus College, Collegeville—H. H. Vanderslice,



Director of Placement; October 24, 1951; June 2, 1952.

Villanova College, Villanova—George A. Harris, Director, Placement Services; June 2, 1952.

Westminster College, New Wilmington—(Dr.) William A. Johns, Director of Public Relations & Student Placement; L. H. Wagenhorst, Director of Teacher Placement; January 25, 1952; June 2, 1952; July 16, 1952; August 27, 1952.

Wilkes College, Wilkes-Barre—John J. Chwalek, Director of Placement; February, 1952; June 10, 1952.

Wilson College, Chambersburg—Anne C. Bodkin, Placement Director; June 2, 1952.

#### RHODE ISLAND

Brown University, Providence 12—(Mrs.) Hope Richards Brothers, Director of Senior Placement; January 26, 1952; June 2, 1952.

Bryant College of Business Administration, Providence—(Mrs.) Lantrelle P. Love, Director of Placement; February 22, 1952; August 8, 1952. Senior interviews—February graduates, December, January; August graduates, May, June.

Providence College, Providence—Maurice J. Timlin, Placement Director; June 3, 1952.

Rhode Island School of Design, Providence 3—George L. Bradley, Registrar; June 14, 1952.

University of Rhode Island, Kingston—Raymond H. Stockard, Director of Placement; January 27, 1952; June 9, 1952.

#### SOUTH CAROLINA

Clemson Agricultural College, Clemson—K. N. Vickery, Assistant Registrar; January 27, 1952; June 1, 1952.

Coker College, Hartsville—Kenneth G. Kuchner, Academic Dean; May 26, 1952.

Furman University, Greenville—Evan Philip Comer, Director of Student Personnel & Placement; January 19, 1952; May 25, 1952; August, 1952.

Limestone College, Gaffney—Harold P. Wheeler, Dean; January 26, 1952; June 1, 1952.

University of South Carolina, Columbia—Basil M. Parks, Director of Placement; January 26, 1952; June 2, 1952.

Winthrop College, Rock Hill—John C. Kelly, Registrar; January 26, 1952; June 1, 1952.

Wofford College, Spartanburg—January 31, 1952; June 2, 1952; July 19, 1952; August 22, 1952.

#### SOUTH DAKOTA

Augustana College, Sioux Falls—H. W. Schlicht, Placement Director; June 2, 1952.

Huron College, Huron—Noble G. Gantvoort, Dean-Registrar; January 23, 1952; June 3, 1952.

Northern State Teachers College, Aberdeen—N. E. Steele, Director of Extension & Teacher Placement; November 30, 1951; March 7, 1952; May 29, 1952; August 8, 1952.

South Dakota State College, Brookings—R. Y. Chapman, Dean, Student Personnel; December 21, 1951; March 21, 1952; June 9, 1952; August 8, 1952. Senior interviews—avoid Saturdays, final week of term.

University of South Dakota, Vermillion—Bernard D. Perkins, Director, Business Placement; January 26, 1952; June 2, 1952.

#### TENNESSEE

Tennessee Polytechnic Institute, Cookeville—Leonard Crawford, Director of Placement; December 15, 1951; March 15, 1952; May 31, 1952; July 8, 1952; August 16, 1952.

Tusculum College, Greenville—Marian H. Painter, Placement Director; June 2, 1952.

University of the South, Sewanee—Registrar; January 26, 1952; June 9, 1952.

University of Tennessee, Knoxville 16—Howard H. Lumsden, Assistant Director, Bureau of Personnel Service; December 15, 1951; March 20, 1952; June 9, 1952; August 22, 1952.

Vanderbilt University, Nashville—Dorothy B. Winton, Registrar & Placement Officer, School of Engineering; March 15, 1952; June 8, 1952. Senior interviews—March 10-24.

#### TEXAS

Agricultural and Mechanical College of Texas, College Station—Wendell R. Horsley, Director, Placement Office; January 26, 1952; June 1, 1952; July 15, 1952; August 22, 1952.

Baylor University, Waco—A. W. Hunt, Instructor in Management, Director of Placement; November, 1951; February, 1952; May, 1952; August, 1952.

North Texas State College, Denton—E. H. Farrington, Director, Placement Office; January 28, 1952; May 28, 1952; August 22, 1952.

St. Mary's University, San Antonio 1—Leo M. Donohue, Placement Director; January 29, 1952; May 26, 1952; August 26, 1952.

Texas Christian University, Ft. Worth—Albert M. Holcomb, Assistant to the Dean, School of Business; January 28, 1952; May 28, 1952; July 14, 1952; August 28, 1952.

Texas Southern University, Houston 4—Henry C. Grant, Director, Placement Bureau; May 26, 1952; August 24, 1952.

Texas State College for Women, Denton—Rex F. Johnston, Director, Placement Bureau; February 3, 1952; June 2, 1952; August 22, 1952.

Texas Technological College, Lubbock—(Mrs.) Jean A. Jenkins, Director of Placement; February 1, 1952; May 26, 1952; August 24, 1952.

Texas Western College, El Paso—A. N. Foster, Director, Placement; January 24, 1952; May 21, 1952; July 11, 1952; August 22, 1952.

Trinity University, San Antonio 1—Paul J. Schwab, Acting Dean; January 29, 1952; May 24, 1952.



University of Houston, Houston 4—(Miss) Lou Russell, Director, Placement Center; February 1, 1952; June 3, 1952. Senior interviews—February graduates, January 15-25; June graduates, March 15-April 30.

University of Texas, Austin 12—Joe D. Farrar, Director, Student Employment Bureau; February 1, 1952; June 1, 1952; August 31, 1952.

#### UTAH

University of Utah, Salt Lake City 1—Harold L. Carlston, Placement Director; December 15, 1951; March 15, 1952; June 7, 1952; August 23, 1952.

Utah State Agricultural College, Logan—John C. Carlisle, Director of Teacher Placement; December 21, 1951; March 20, 1952; June 9, 1952; August 29, 1952.

#### VERMONT

Middlebury College, Middlebury—Barbara A. Wells, Director of Placement for Women; Stanley V. Wright, Acting Director of Placement & Alumni Relations; February 4, 1952; June 16, 1952. Senior interviews—avoid December 13—January 4; April 5-16.

University of Vermont and State Agricultural College, Burlington—Eugene K. Eakin, Director of Student Personnel; June 15, 1952. Senior interviews—avoid December 20—January 2; January 31—February 3, 22, 23; March 29—April 7; May 30.

#### VIRGINIA

College of William and Mary, Williamsburg—John C. Bright, Director of Placement; February 1, 1952; June 8, 1952. Senior interviews—December 20—January 3; March 29—April 7.

Longwood College, Farmville—(Mrs.) Mary W. Watkins, Executive Secretary; February 1, 1952; June 2, 1952.

Randolph-Macon Woman's College, Lynchburg—Jule Donald, Vocational Counselor; June 9, 1952. Roanoke College, Salem—W. I. Bartlett, Dean; January 25, 1952; June 1, 1952.

Sweet Briar College, Sweet Briar—Jean Louise Williams, Director of Personnel & Vocational Guidance, June 2, 1952.

University of Richmond, Richmond—C. J. Gray, Dean, Richmond College; (Prof.) William Warren, School of Business Administration; Josephine Tucker, Dean, Westhampton College; February 2, 1952; June 9, 1952. Senior interviews—avoid December 19—January 2; March 29—April 6.

University of Virginia, Mary Washington College, Fredericksburg—(Mrs.) John C. Russell, Director of Student Personnel; February 1, 1952; June 4, 1952.

Virginia Polytechnic Institute, Blacksburg—W. H. Cato, Director of Guidance & Placement; December, 1951; March, 1952; June, 1952.

Washington and Lee University, Washington—William M. Hinton, Director of Counseling & Placement Service; January 31, 1952; June 6, 1952.

#### WASHINGTON

College of Puget Sound, Tacoma 6—John D. Regester, Dean; January 25, 1952; June 1, 1952; August 15, 1952.

Gonzaga University, Spokane—(Rev.) Arthur L. Dussault, Director, Public Relations; June 1, 1952.

Seattle University, Seattle 22—Ronald A. Peterson, Director of Placement & Field Relations; May 30, 1952.

State College of Washington, Pullman—W. M. Bristol, Director, Placement Bureau; January, 1952; June, 1952. Senior interviews—avoid December 15—January 3, 26-31; April 5-14.

University of Washington, Seattle 5—Harvey L. Long, Acting Director, University Placement Office; December 21, 1951; March 21, 1952; June 13, 1952; August 22, 1952. Senior interviews—December 1-14—January 14—March 14; April 7—June 6; avoid February 22; May 30.

Whitman College, Walla Walla—Robert R. Reid, Director of Placement; January 26, 1952; May 25, 1952.

#### WEST VIRGINIA

Bethany College, Bethany—Louise N. Fletcher, Vocational Counselor; June 6, 1952.

Davis and Elkins College, Elkins—Richard G. Long, Director, Student Placement; January 26, 1952; June 3, 1952.

Marshall College, Huntington—Nancy B. Brewer, Student Employment Clerk; January 25, 1952; May 31, 1952.

Salem College, Salem—Cecil H. Underwood, Vice President; January 25, 1952; May 29, 1952; July 11, 1952; August 22, 1952.

West Virginia University, Morgantown—Cornelia Ladwig, Placement Advisor; January, 1952; June, 1952; July, 1952; August, 1952. Senior interviews—December 1-20; January 2-18; February 11—March 15; March 24—April 5; April 17—May 29; June 9—August 21.

West Virginia Wesleyan College, Buckhannon—A. A. Schoolcraft, Dean & Registrar; January 27, 1952; May 27, 1952.

#### WISCONSIN

Beloit College, Beloit—John P. Gwin, Dean of Students; June 8, 1952.

Carroll College, Waukesha—W. E. Kaufmann, Dean & Vice President; June 2, 1952.

Lawrence College, Appleton—(Mrs.) E. F. Rice, Placement Bureau; June 8, 1952.

Marquette University, Milwaukee 3—Orville Palmer, Business Administration College; Richard Panlener, Engineering College; Robert Goetz, Journalism School; James Ghiardi, Law School; Allan C. Siebers, Liberal Arts College; June 10, 1952.

Milwaukee School of Engineering, Milwaukee—Sidney A. Eng, Director, Academic Administration; December 21, 1951; March 28, 1952; June 20, 1952; September 19, 1952; December 19, 1952. Senior interviews—prefer 30 days prior to graduation.

Ripon College, Ripon—(Dr.) J. Frederic Andrews, Director of Placement; January 18, 1952; May 26, 1952.

University of Wisconsin, Madison 6—Henry Goeh-

ring, Coordinator of Placement; Emily Chervenik, in charge of women, Assistant Dean of Women; June, 1952. Senior interviews—avoid December 22-January 7; January 24-February 11; March 10-22; April 19-23; June 1 on.

CANADA (Colleges and Universities do not have mid-year graduation)

Carleton College, Ottawa, Ontario—E. F. Sheffield, Registrar; May 16, 1952.

McGill University, Montreal—C. M. McDougall, Director, Placement Service; May 28, 1952. Senior interviews—before March 31.

University of Toronto, 67 St. George St., Toronto—J. K. Bradford, Director, University Placement Service; Engineering, Architecture, April 25-23, 1952; Arts, Science, Forestry, May 19, 1952. Senior interviews—avoid December 14-January 16.

### ★ ★ ★ ★ ★ TOO LATE FOR CLASSIFICATION

Brooklyn College, Brooklyn 10, N. Y.—Robert E. Link, Director of Placement Office; February 1, 1952; June 15, 1952.

Catholic University of America, Washington, D. C.—Robert J. Reid, Director of Placement; June 11, 1952. Senior interviews—March, April.

Duquesne University, Pittsburgh, Penna.—(Rev.) J. F. MacNamara, C.S.Sp., Dean of Men; January 26, 1952; June 8, 1952; August 10, 1952.

Golden Gate College, San Francisco 2, Calif.—Hope C. Griffith, Placement Officer; February 8, 1952; June 3, 1952; October 3, 1952.

Lander College, Greenwood, S. C.—(Mrs.) K. H. Hollingsworth, Registrar; May 26, 1952.

Loyola University of the South, New Orleans 18, La.—(Rev.) Anthony C. O'Flynn, Dean of Men; February 2, 1952; May 31, 1952.

Manhattanville College of the Sacred Heart, New York 27, N. Y.—Margaret Rogers, Director of Appointment Bureau; May 29, 1952. Senior interviews—avoid December 18-January 3; January 10-29; April 9-20.

Mississippi State College, State College, Miss.—(Dr.) Herbert Drennon, Dean, Graduate School; (Dr.) Robert C. Weems, Dean, Business & Industry; (Dr.) Harold Flinsch, Dean, Engineering; (Prof.) B. P. Brooks, Dean, Education; (Dr.) Clay Lyle, Dean, Agriculture; (Dr.) M. P. Etheredge, Dean, School of Science; January 26, 1952; May 30, 1952.

Newton College of the Sacred Heart, Newton 59, Mass.—J. Patricia Marsh, Guidance & Placement Officer; June 2, 1952. Senior interviews—avoid April 9-21.

North Dakota Agricultural College, Fargo, N. D.—P. J. Iverson, Chairman, Department of Education; December 21, 1951; March 12, 1952; June 6, 1952; July 21, 1952.

Northwestern University, Evanston, Ill.—Fred L. Hefferson, Placement Assistant; December 12, 1951; March 15, 1952; June 4, 1952; August 2, 1952. Senior interviews—June graduates, after February 1.

Pacific Lutheran College, Parkland, Wash.—Anna M. Nielsen, Director of Placement; January 25, 1952; May 23, 1952.

Randolph-Macon College, Ashland, Va.—(Mrs.) Thelma S. Klugh, Secretary to President; February 1, 1952; June 9, 1952.

Rice Institute, Houston, Texas—Whitlock Zander, Jr., Director of Placement; June 1, 1952. Senior interviews—suggest February 12-May 14. Avoid December 22-January 7; January 28-February 11; April 10-15.

Southwestern Louisiana Institute, Lafayette, La.—Herbert A. Hamilton, Dean of Administration; January 26, 1952; May 26, 1952; August, 1952.

Southern Methodist University, Dallas 5, Texas—(Mrs.) Lou Botefuhr, Coordinator, Graduate Placement; February 2, 1952; June 3, 1952; August 31, 1952.

University of Pittsburgh, Pittsburgh 13, Penna.—C. H. Ebert, Jr., Director, University Placement Service; February 1, 1952; June 11, 1952. Senior interviews—February graduates, December 1-15; June graduates, March 3-May 23.

Vanderbilt University, Nashville, Tenn.—Ava F. Sellers, Placement Counselor, College of Arts & Science, Graduate School; December 15, 1951; March 15, 1952; June 4, 1952; August 23, 1952. Senior interviews—December 1-8; January 7-March 8; March 24-May 6; May 8-28; June 18-July 3; July 7-August 19.

Wellesley College, Wellesley 81, Mass.—(Mrs.) Joan F. Bishop, Director, Placement Office, teaching, government, scientific research; (Mrs.) Louis H. Mawardi, Placement Counselor, Business Placement; Edith Sprague, Placement Counselor; library, social work, group work; June 9, 1952. Senior interviews—avoid December 15-January 6; February 6-11; March 29-April 8.

Whittier College, Whittier, Calif.—Kenneth G. Beyer, Director of Employment Bureau; January 26, 1952; June 7, 1952.

## BOOK REVIEW

**Techniques of College Recruiting.** *A BNA Desk-Guide for Executives—Based in part on BNA's Personal Policies Forum Survey on the recruiting of college graduates, with additional material. Prepared by the editors of The Bureau of National Affairs, Washington 7, D. C., with the cooperation of Executives in American Business and Industry. Published September, 1951. 169 pages, 3 $\frac{1}{2}$  x 11, paper cover. Furnished as part of service and without extra charge to users of the three BNA labor services. Single copies \$3.00.*

The Bureau of National Affairs' Personnel Policies Forum is composed of 160 industrial relations executives in large and small organizations throughout the country. Each month, BNA's editors prepare a questionnaire on some important current subject in the field of employer-employee relations, designed to reveal not only opinions on the subject, but actual systems and methods being used in the plants of panel members. The questionnaires are sent to members of the Forum. Each member answers the questions and adds his own personal experiences and observations on the subject of the month. The answers are studied by BNA's editors, tabulated and then organized into a printed survey report. This is the background of the book here reviewed.

As stated in the introduction, college recruiting has become increasingly competitive, with new companies entering the field and long-time recruiters expanding and reinforcing their activities. Never before has industry given so much attention to the new graduating classes.

BNA's editors, sensing the need for up-to-date material on the subject of college recruiting, early in 1951 conducted a survey on management practices, experience and opinions on various aspects of college recruiting, responses from which were summarized in Personnel Policies Forum Survey No. 5, "Recruiting College Graduates," published in July, 1951. The more comprehensive report here dealt with includes major findings of that survey, plus additional material prepared by the editors. It also offers selected illustrative material, such as excerpts from recruiting literature and college graduate employment forms. And it quotes a wide number of personnel executives directly on their recruiting policies.

The book would run to several times the present number of pages if all the many recruiting techniques referred to had been described and commented upon

in detail and the advantages and disadvantages of various practices have purposely been sketched broadly, for the editors wisely caution the reader that, quoting:

- (1) No one can prescribe certain techniques as best for all. There are few easy or fixed answers. What may be worthwhile for one company may be impractical for another.
- (2) Some problems connected with hiring of new graduates won't be solved by techniques alone. The small company particularly may be faced with difficulties making certain recruiting practices inadvisable, however adeptly they may be used, or however useful they might be in other circumstances.
- (3) The major service of this report should be as a reminder, as a guide list to enable Management to review points it might otherwise not have considered.

With respect to this last point, the reviewer adds that this report can also well be used as a check-list to enable Management to measure the effectiveness of established practices and the performance of the staff assigned to the college recruiting and recruit training functions.

The first section or chapter is titled "Is College Recruiting Worthwhile?" After commenting upon the great recent growth of this activity as "a significant testimonial to the high regard now placed on recruiting by so many companies," it deals with the extent of recruiting, types of graduates sought, advantages and limitations of college recruiting and turnover among graduates hired. A number of the panel members are directly quoted on these several topics. One member indicated that some companies still run contrary to the trend. After stating that his company aims to develop leadership from within he said: "We would prefer to hire college graduates after they have worked some place else for at least two years."

The subjects "Building Working Relationships with College Students" and "Literature for Recruiting" are given more complete treatment than they have received in previous publications, largely because of the greater present day appreciation of their importance as effective and economical aids to the main process. Plant visits by both students and faculty members, part-time and summer employment, cooperative work programs and closer relations with college faculties and placement officers are no longer frills, but just plain good business. Similarly, complete company information is essential to any recruiting program if placement officers and the students are to be prepared for recruiters' campus visits and as much information as can be sent on in advance in the form of literature is especially helpful if it is forthright, complete and up-to-date.

"On-Campus Recruiting" is given thorough treatment and a number of the forms successfully used for taking applications are reprinted in their entirety.

One section, devoted to the special problems of smaller companies, gives support to the growing belief that it is both cheaper and more satisfactory in the long run for a small company to hire some able graduates over and beyond the apparent immediate need for them, so that they will be available and trained when needed.

Primary factors in the selection of the right student were ranked by the panel members in the following order:

- (1) "General alertness and personality as judged by the interviewer."
- (2) "Scholastic average or academic standing in class."
- (3) "Participation in student activities."

\*SCHOOL AND COLLEGE PLACEMENT'S 1951-52 directory of College Placement Officers appears elsewhere in this number.—Ed.

#### (4) "Previous work experience."

It was pointed out that the importance of each factor often varies with the particular graduate as well as with the job, the many other factors pertaining to special situations taking on importance only as conditions warrant.

Survey results relating to starting weekly salaries offered most widely to 1951 college graduates and to in-plant training techniques and practices complete the report. Appended is a 1950-51 directory of college Placement Officers, reprinted with permission from the December, 1950, number of SCHOOL AND COLLEGE PLACEMENT.\*

This book is not only a most useful guide for top executives, but also deserves a place in the working libraries of personnel officers in finance, business and industry.

GORDON A. HARDWICK,

*Past President, The Association  
of School and College Placement.*



## Companies Planning to Recruit College Seniors

### Additional Listings

American Standard Radiator & Sanitary Corp., Pittsburgh 30, Penna. J. J. Decker, Adv. & Sales Promotion Dept.

Boeing Airplane Co., Seattle 14, Wash. John C. Sanders, Staff Engineer—Pers.

Corning Glass Works, Corning, N. Y. Marvin H. Langley, Pers. Asst.

\*National Gypsum Co., 325 Delaware Ave., Brooklyn 2, N. Y. F. M. Clarke, Pers. Mgr. Training programs—engineering, industrial sales, sales.

Standard Oil Co., Overseas Personnel Office, 30 Rockefeller Plaza, New York 20, N. Y. W. A. O'Neill, Overseas Empl. Supv. Training programs—accounting, engineering, geology, industrial relations.

Thompson Products, Inc., 2196 Clarkwood Rd., Cleveland 3, Ohio. V. A. Buescher, Techn. Pl. Dir. East, Midwest, Southeast. Training programs—informal, all depts.

\*\*Timken Roller Bearing Co., 320 Ninth Ave., Huntington, W. Va. R. P. Proffitt, Mgr., College Rel.

Trans World Airlines, Inc. Frank Ruocco, Employment Office, Hangar 4, LaGuardia Field, N. Y.; George Rockwell, Employment Office, Los Angeles International Airport, Los Angeles, Calif.; H. Kammerer, Employment Office, 6200 South Cicero, Chicago, Ill.; Wilbur L. Stone, Employment Office, 10 Richards Rd., Kansas City, Mo.

\*\*Upjohn Co., Chicago office, J. W. Schma, 1001 E. 87th St., Chicago 19, Ill.

Wright Aeronautical Corp., Wood-Ridge, N. J. B. H. Saltzer. Training programs—engineering.

\*Recruit Women

\*\*Correction of October, 1951, listing



## EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in  
American Citizenship

FRANKLIN L. BURDETTE

*University of Maryland, College Park*

### MORE FREQUENT POLITICAL CONVENTIONS

**D**EMOCRATIC and Republican national conventions in 1954—national political meetings every two years instead of every four—have been proposed as a forward step in American democratic life. A committee of 13 political scientists, studying responsibilities of political parties and ways to strengthen their functioning, recommends more attention to policymaking through more frequent conventions.

It is proposed that the 1952 conventions should vote to meet again in 1954 for two major purposes: (1) to bring the party platforms up to date for the Congressional election campaigns, and (2) to consider in each case how the party can be made a more effective national institution.

"With the present pace of world events and the many complexities of the domestic as well as the foreign scene," the political scientists predict, "any platform written in 1952 will require revision in 1954 if it is not to become altogether a dead letter." Platforms are considered important as expressions of the principles and programs of the major parties. Political history teaches that many vital decisions have taken form through the evolution of party platforms.

The political scientists, serving as members of a committee on political parties appointed by the American Political Science Association, have also dealt with the need for making party platform commitments more binding upon members of Congress. "The fact that the platform is associated primarily with the Presidential campaign," they point out, "tends to

leave the impression that it is morally more binding on the Presidential than the Congressional candidates of the party. Conversely, whatever moral effect a platform may have for the Congressional candidates in a Presidential election year is almost wholly dissipated by the time the next Congressional election year rolls around."

A statement by the political scientists analyzes four alternatives—other than a mid-term convention—for bringing a party's platform up to date:

1. Policy statements by the President, on behalf of the majority party;
2. Policy statements by the national committee;
3. Creation of a national party council to develop and interpret party policy between conventions; and
4. Regular use of regional conferences in mid-term election years.

After appraising each of these alternatives, the political scientists have concluded that none of them "can be adopted for the drafting and enunciation of national party platforms in 1954 . . . . A national convention, duly assembled, is the only unquestioned, authentic and legitimate voice of a major political party under the present order of things."

The need for more effective leadership is a responsibility of the political parties. An important first step in organizing for more vigorous leadership can be made through a decision to call more frequent political conventions.

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